

SAFETY

MAY 1978

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



THE LURE OF SUMMER

See page 10

EDITOR'S NOTEBOOK . . .

The scene on the front cover is one that will be re-played millions of times in the next few months, as thousands of families pack up and head for swimming and boating areas. Whether it's in a river, a lake or a surging ocean, the sparkling, splashing water will spell paradise for the children in our classrooms . . . boys and girls who are aching to taste again those wonderful, day-long pleasures of summer vacation.

And, as they are eager to indulge again in the pastimes of summer, this is the ideal time to re-iterate the importance of safety rules in summer activities. For summertime is a lot more fun if we're not miserable with poison ivy, or hurting with a bad cut on the knee, slashed when we fell while playing in a quarry, or permanently frightened of the water because we couldn't swim when Joey pushed us into the water. The enjoyment of summertime activities is always stressed, of course, but the attitude of taking care not to ruin that fun, for ourselves as well as anyone else, coupled with the knowledge of rules of safety that, when followed, will keep us from getting hurt, should be the keystone of teachings for summertime safety in the classroom.

On page ten, James Carnahan, director of first aid and water safety services for the Chicago chapter, American Red Cross, tells how school people can help prepare children to enjoy themselves, *safely*, in the water. His advice is important—there are more drownings in the age group of five to fourteen years than any other age, as can be seen from the chart of public deaths—those deaths that occur away from the home and office, excluding deaths in traffic—that is printed on page 26. Mr. Carnahan's advice on what school people can do, actively, to reduce water deaths, is important—be sure to read it!

This season of the year is busy with plans—for us, plans for the issues of next year; for you, plans for the opening days of school next fall. Yes, though it seems a long way away, we know you are actively engaged in setting up next year's programs, laying the groundwork for smooth-running operation when school opens next September, even as you complete the detail work of the 1957-58 school year in your offices now. We commend to your attention, then, the twin articles on pages 12 and 13, describing two back-to-school safety programs carried on in the schools of Topeka, Kansas, and Oklahoma City, Oklahoma. We hope they give you some good ideas for your own planning—and a reminder, which we don't think you'll need, that September is only three short months away and those first fall days at school are ripe ones for accidents.

Enjoy your summer! We'll see you in the fall. . . .

BEVERLY THOMPSON

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SAFETY EDUCATION CHICAGO, ILL. MAY, 1958 Vol. 37, No. 9 Section 2

Follow his ADVICE

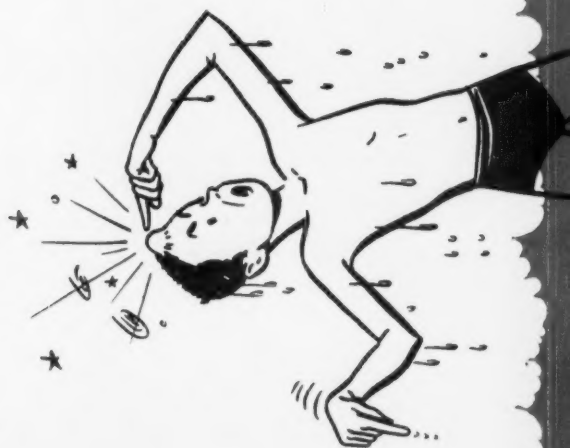




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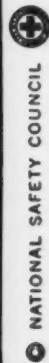
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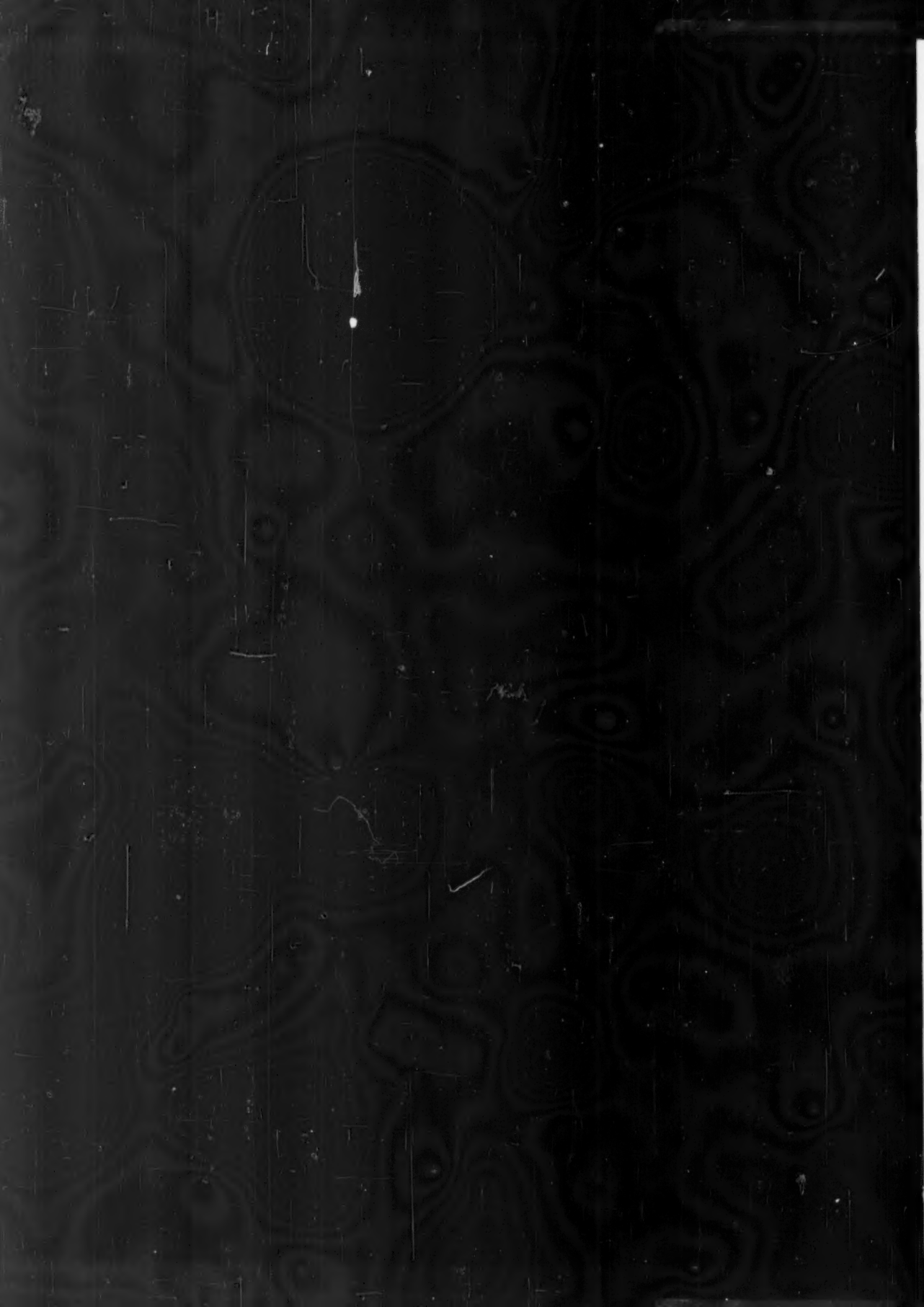
IT'S TIME FOR FUN
- Why be dumb?



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Contents of SAFETY EDUCATION
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Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVII

No. 9

Section One

Beverly Thompson, Editor

H. W. Champlin, Advertising Manager

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Cover picture courtesy of Johnson Motors



Chartered by the Congress of the United States

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1938, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1958, by the National Safety Council. Printed in the U.S.A. Subscription price \$3.50 a year. Ten per cent discount to schools. Reduced prices for quantity orders.

Take Industry's Hint

Precious lives depend on the knowledge and attitudes of our school bus drivers—attributes which can *only* be gained through an intensive *pre-employment* training period, says the author. Here is how North Carolina trains the drivers who shepherd its youngsters to school and home again every day.

By Wallace N. Hyde
Director, Driver and
Accident Records Division
Department of Motor Vehicles
Raleigh, North Carolina

AMERICA'S educational system offers greater opportunity for a well-rounded education to everyone than any country in the world. With only a few exceptions, a good school with modern equipment and an enriched curriculum is within commuting distance of every family.

Of the many factors that make this expanded educational system possible, pupil transportation must be given a lion's share of the credit. Today, approximately one-third (about 10,000,000 students) of the total enrollment of our elementary and secondary schools are transported to and from school at public expense. In many of the predominantly rural states, better than 50 per cent of the total enrollment depends on public transportation.

A great deal of credit must be given to public school officials for the efficient manner in which they have executed this responsibility. However, like other aspects of the educational program, the efficiency and safety of each pupil transportation system depends on the extent to which that efficiency and safety is emphasized by each administrative unit.

Unfortunately, there are many public school officials who do not consider pupil transportation one of their primary responsibilities. I have heard several school administrators say they would never accept an administrative position in the public schools if it carried with it direct responsibility for pupil transportation. This theory is bred in many states, no doubt, by a total absence of required courses in pupil transportation as part of the academic requirement for a principal's or superintendent's certificate, and the heavy schedule the public school administrators must carry. It goes without saying that pupil transportation suffers under the influence of such administrators!

Safety and efficiency in operating the pupil transportation system are contingent upon a number of things. Since, in the final analysis, they are the direct product of the drivers who operate the buses, first consideration should be given to improving school bus drivers. In this respect, it is believed that school officials would benefit from taking a look at the accomplishment of many of the country's outstanding commercial fleet operations. Through well-defined procedures for selecting drivers, thorough training programs and proper supervision, many of our large trucking firms have cut their accident frequency ratings to the bone and in turn reduced their operating costs considerably.

Since it would not be possible to discuss driver selection, driver training, and driver supervision in detail in this article, I will endeavor to discuss the subject with which I am most familiar—school bus driver training.

The Need for Training. Let us first examine the need for school bus driver training. A look at the existing requirements of the various states reveals that many of them do not require school bus drivers to take *any* training prior to their employment as a school bus driver. The states that do require training vary in the extent of their training from two hours up to 25 hours.

To say that a school bus driver does not need training is not only a dangerous assumption,

Right: A vision test is a part of the pre-employment training course given school bus drivers in North Carolina. Carlton Fleetwood, left, Department of Public Instruction, gives the test. Far right: Mr. Fleetwood instructs trainees.

Develop Safe Bus Drivers

but also a violation of the basic philosophies and objectives of education. The apparent public apathy to the need for training school bus drivers was indicated by Paul W. Kearney in his article "Who Drives Your School Bus?" published in *SAFETY EDUCATION* in March, 1954. He said:

"The man who drives a bus load of children to school every day, in all kinds of hazardous highway and weather conditions, is charged with grave responsibility. Together with a ship's captain or an airline pilot, precious human lives depend upon his experience, skill and judgment. Yet, despite the increasing dangers of highway travel, many communities pay minimum attention to the dependability of their school bus drivers."

Although a person may have demonstrated his competency to drive by a good driving record and by passing a driver's license examination, this is no indication that he will be a safe and efficient school bus driver. Driving a school bus requires special skills and information that cannot be acquired by experience alone.

Of greater significance is the fact that the most vital link to safety—proper driver attitudes—is not just acquired, it can best be *developed* through an intensive pre-employment training period. This is best demonstrated by trucking companies which require new employees, even those who have been driving trucks for as long as 20 years, to attend intensive training courses ranging in duration from one to three months before they are hired as drivers. The objective

is not so much to improve the driver's ability to manipulate his vehicle as to instill in him the proper attitude toward driving before he is employed as a regular driver.

Who Should Be Responsible for Training?

Theoretically, each administrative unit should be made responsible for training its own drivers. Experience has shown, however, that better results and greater uniformity in training school bus drivers are achieved when the training program is administered on a state-wide basis. When it is left to the individual administrative unit, lack of recognition for the need of training, absence of qualified personnel to train or inadequate funds to finance the training program frequently result in no training at all.

In most states where a state-wide training program is utilized, either the State Board of Education, the Department of Motor Vehicles, or the State Police is responsible for the program. In North Carolina, the program is sponsored jointly by the State Board of Education and the Department of Motor Vehicles.

A great deal can be said in support of such an arrangement. First, it avoids duplication, inasmuch as the representative of the Department of Motor Vehicles, with the help of each county transportation supervisor or chief mechanic, not only trains drivers but also has the authority to license drivers. This makes for a sounder licensing policy, since the person who gives the license has a better opportunity to determine each driver's qualifications. Second, it eliminates the role local influence might play in the licensing and eventual employment of an unqualified driver.

(Please turn the page)



Though he is now with the Department of Motor Vehicles, Wallace Hyde was for nine years a teacher and athletic director in North Carolina public schools and for four years a driver education teacher. He has taught summer teacher certification courses in driver education for three universities and is now writing his Ph.D. thesis for the Center for Safety Education, New York University.

Who Should Train? Only well-qualified teachers who have had special training in driver education and school bus operation should be used to train school bus drivers. Just as much skill in the art of teaching is necessary to be effective in teaching driver education or driver training as is needed to teach more academic subjects.

In teaching driver education, the teacher must not only teach concepts and skills, but he must be sufficiently dynamic an instructor to develop in the student the attitude toward safety that will make that student a safe driver at all times and under any variety of circumstances. Moreover, all of this must be accomplished in a relatively short period of time. Driver education that is taught routinely cannot be expected to have a great deal of influence in shaping the attitude of individuals subjected to such instruction.

When Should The Training Be Done? When the training should be done must be determined, to a great extent, by the type of drivers used—that is, students or adults. If students are used, the training program should be carried out during the school year and during the regular school day in order to obtain the best qualified students available. Many years of experience with student drivers in North Carolina have taught us that few students will interrupt their vacation or the jobs they hold during the summer months to attend school bus driver training courses.

On the other hand, adults should be trained immediately following the end of each school year. When the training session is held just prior to the opening of school, you must gamble, to some extent, on the theory that the drivers you have selected will pass, and that the course will provide you with sufficient regular and substitute drivers to operate your system. If possible, adult drivers should be paid for the time they spend in training, or at least be reimbursed for their expenses while attending the training sessions.

How Much Training? The amount of training each driver should receive should be determined by the type of drivers used (students or adults) and the extent of their previous driving

experience. Where student drivers are used, it sometimes becomes necessary to train students to drive prior to their introduction to specialized training in school bus operation. This means, of course, that numerous hours must be spent with them. This is possible in North Carolina inasmuch as we employ 35 teachers full-time to train school bus drivers. In most states, the time and staff necessary to carry out such an activity are not available.

As previously stated, many of our leading trucking firms require experienced truck drivers to take an intensive training course that lasts from 30 to 90 days. North Carolina State College, at which a school for professional truck drivers is operated, offers a course that includes some 200 hours of instruction that both experienced and unexperienced truck drivers must complete before they are issued a certificate. It could very well be contended that prospective school bus drivers should have an equal amount of training. From a realistic viewpoint, however, it must be recognized that the public schools are far from the point where they would either accept or advocate such an intensive training period for school bus drivers.

In recent years North Carolina officials have tried to arrive at what they consider to be the *minimum* training acceptable as a basis of certification for both student and adult drivers of school buses. Now, each applicant (student or adult) is required to take a *minimum* of twelve hours of classroom work and six hours of behind-the-wheel instruction. Many of the less experienced applicants will receive as much as 25 to 30 hours of behind-the-wheel instruction before they are tested for certification. I would like to recommend that no less than twelve hours of classroom instruction and six hours of behind-the-wheel instruction in a school bus be accepted for certification to drive a school bus.

What The Training Program Should Include. The school bus driver training program should have two major objectives: (1) To equip the driver with the knowledge and skills that are essential to operating a school bus; and (2) To impress upon the driver the magnitude and seriousness of the responsibility he must accept as a school bus driver. Both of these objectives

are based on the assumption that the properly informed driver who understands and respects the responsibility that is his each day in transporting students to and from school will make the type of driver who possesses the type of attitude that is essential to the safe operation of a school bus.

The training course should include the following:

A. Classroom

Hour One:

Registration and Explanation of Course

A. Registration of students

B. Explanation of course (administrative details)

C. The need for trained drivers

Hour Two:

Pupil Transportation, School Bus Driver's Responsibilities and Legal Requirements:

A. Explanation of pupil transportation and its operation

1. Historical background

2. Present status (national, state, and local)

B. Driver's responsibilities

1. To school officials

2. To passengers and their parents

3. To the community

C. Legal requirements

1. Physical requirements

2. Age requirements

3. Requirements of state and local school boards

4. Requirements of Department of Motor Vehicles and/or State Police

Hours Three and Four:

Qualifications of School Bus Drivers

A. Physical

1. Discussion of physical requirements

(a) General physical condition

(b) Visual acuity

(c) Field of vision

(d) Depth perception

(e) Night vision

(f) Reaction time

2. Psychophysical testing

(a) Each applicant should be given the following psychophysical test: depth perception, field of vision, visual acuity and reaction time.

B. Mental

1. Desirable characteristics

(a) Self control

(b) Foresight

(c) Attentiveness

(d) Good judgment

2. Undesirable personality traits

(a) Egotist

(b) Showoff

(c) Temperamental

(d) Irresponsible

C. Personal characteristics

1. Moral character

2. Accident and violation-free driving record

3. Cleanliness

4. Position of respect in community

Hour Five:

Laws of Nature

1. Friction

2. Gravity

3. Centrifugal force

4. Kinetic energy and momentum

5. Force of impact

Hour Six:

Man-Made Laws

1. Registration and title laws of state

2. Driver licensing

3. Rules of the road

4. Financial responsibility

5. Vehicle inspection

6. Suspension and revocation of license

Hour Seven:

Sound Driving Practices

1. Driving in city traffic

2. Driving on the highway

3. Right and left turns

4. Turning around

5. Backing

6. Speed

7. Emergency conditions

Hour Eight:

Traffic Accidents

1. Definition of an accident

2. Leading causes of accidents

3. How to prevent accidents

4. What to do in case of an accident

Hour Nine:

Bus Construction, Maintenance, and Care

1. Bus construction

(a) The engine

(b) The power train

(c) The chassis and running gear

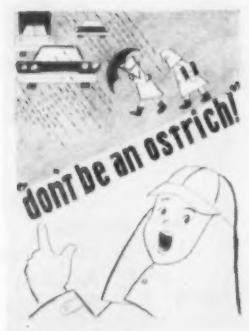
(d) The body

2. Preventive maintenance

(a) Cooling system

(Continued on page 40)

Below and right:
Sketches of the colorful posters which accompany and supplement National Safety Council elementary school safety lessons.



November
S-1381-A
Bad Weather



December
S-1383-A
Holiday Hazards



January
S-1385-A
Outdoor Sports



October
S-1379-A
Fire Safety



September
S-1377-A
Back to School

Now's The Time to

YOUR safety lesson author has been interested in two new ideas for the coming year.

First, I have made the lessons *group* enterprises with children and teacher sharing in the discussions and activities. Second, the activities have been extended beyond the scope of the lesson sheets themselves.

In general, the topics are based upon the recurring problems which we in elementary schools stress year in and year out. As is customary, I have taken advantage of seasonal factors as timing devices. Wherever possible, ideas involved are dramatized to follow lines of child interest.

September is "Back-to-School" month with two general themes exploited:

1. Rules of safety which the children have already learned are reviewed. Friendliness is stressed as a foundation for pleasant relations and for safe living.

2. Children are asked to look for what is new either at school or on the way to school.

October has two themes which cannot be neglected. Fire Prevention Week is a good take-off point for fire safety, both in school and at home. The school fire drill is emphasized.

The other important topic is, of course, Halloween. The subject of masks and costume props follows up the recent campaigns for make-up as opposed to vision-obscuring masks.

November is "bad weather" month. This is the season of early darkness, heavy rains and slippery streets. So November lessons campaign

James W. Mann, school principal and member of the executive committee of NSC's Elementary School Section has taken over authorship of NSC Elementary School Safety Lessons for 1958-59. Here he explains new ideas to be used, subjects to be covered in the coming series.



February
S-1387-A
Do It Yourself



March
S-1389-A
Safety at School



April
S-1391-A
Unsupervised Activities



May
S-1393-A
Summer Vacations

Order '58-'59 Safety Lessons or elementary schools

for sensitivity towards the need for clear vision, special caution in bad-weather traffic and understanding of the problems and fears of the automobile driver about child pedestrian traffic.

The emphasis in *December* is how to have "happy holidays" without "hazards." There is no lack of material if one covers the area of decorations (home or school), general excitement and new kinds of toys.

January features safety in connection with outdoor sports. Winter fun is "no fun" if one has to observe it through the window, with a bandage or cast on one's arm or leg. The lessons stress the rules of good sportsmanship where groups are involved; the use of courtesy and judgment in snowballing; the hidden hazards of thin ice; coasting and skiing and the dangers of poorly maintained equipment.

February is devoted to the safe use of tools and the dangers of "do-it-yourself" activities.

During *March*, we take a good look at our school environment. We check the building for possible hazardous situations and discuss appropriate steps for remedying each. There is an indication of how to enlist children in continuous alertness to danger spots.

April seems the month in which children, tired of the confinements of winter and the constant supervision of adults, "take to the open fields," or at least indulge in a good deal of unsupervised activity as a release. So the April lessons attempt to make children conscious in a positive way of the need for anticipating such

hazards as playing in unsupervised areas, exploring tunnels, pits, caves, etc. There is also attention to the idea of trespassing and what it involves, on railway property, construction projects.

May, being the last full month before summer vacations, seems a good time to look forward to intelligent behavior in new and unusual situations. New friends and novel situations cause undue excitement and consequent lowering of caution. This is explained. The idea of exploring possible hazards in each new environment is suggested.

Lessons have been pre-tested in elementary classrooms and checked by consultants at the National Safety Council before they are printed.

An 8½" by 11" poster, colorful and eye-catching, points up one important aspect of the lesson each month. The posters are suitable for hanging on bulletin boards in classrooms or halls, are especially directed to youngsters, with short, meaningful captions. Sketches of the posters are shown on this page.

Safety Education Data Sheets, which provide additional background material for teachers to use in connection with the safety lessons, may be ordered separately from the National Safety Council.

Order your safety lessons and posters for next year *now* from the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois. The units are ten cents each for one to nine copies, lower prices for larger quantities.



September
S-1378-A
General Accident Problem



October
S-1380-A
Fire Safety



November
S-1382-A
Gun and Woods Safety



December
S-1384-A
Home Safety

IF the current accident rate continues, chances are that some of the students you face on the opening day of school in September will be killed or injured before the school year ends. It's not a pleasant thought—but it's a realistic one! Remember, however, that this paragraph starts with an *If*.

Accidents can be prevented.

As a teacher you have been emphasizing the development of a sound, wholesome attitude and the acquisition of knowledge. The National Safety Council has recognized this fact in preparing the safety themes and lessons for the next school year.

"Yes," you might ask, "but when do I get time to teach other important things, such as skills in English, mathematics, social studies, science and the like?"

The answer is simple. *Skills in subject matters are, of sheer necessity, woven through each safety lesson. Those skills are the very tools of accident prevention.*

In mathematics, specific problems are provided in computation, interpretation of rate charts, making and interpreting graphs, developing graphic statistical summaries.

In English, exercises for developing skill in sentence structure, in writing research papers and in increasing vocabulary are provided. Letter writing, discussion techniques, dramatic skits, library reference work and speech activities are specifically called for.

In science, demonstrations for assembly programs are described in detail. Experiments for applying scientific knowledge to safety are shown.

In social studies, specific instructions are given for studying local and state laws as they apply to various phases of safety. The importance of various civic organizations, municipal departments and democratic action is stressed.

In addition to providing methods for developing subject matter skills and concepts, the safety lessons contain subject matter tests and attitude tests. Material is included to encourage self-analysis, self-evaluation and planning on the part of the student. The development of good work habits is given important consideration. The development of sound self-direction is stressed.

A good example of this is a lesson containing directions to students on how to teach a short course through a series of assembly programs.

January
S-1386-A
Traffic Safety



Secondary Safety Lessons Are Ready: Order Them Now!

Subject matter for 1958-59 secondary safety lessons is wound around curriculum work students are studying in all areas, binds safety teachings into social studies, science, English, mathematics. Author Vincent McGuire, associate professor of education at the University of Florida, tells you what your students will learn from next year's safety lesson series . . .

Clubs such as the FTA (Future Teachers of America) are brought into the planning, and suggestions are made for using the special talent and goals of those organizations.

For this next school year, the National Safety Council has chosen the themes shown below. These themes were selected with serious analysis of the types of accidents occurring during the year. While traffic accidents always exceed all others, some types of accidents reach a peak during special times of the year.

For example, the number of gun accidents always increases with the advent of the hunting season—hence the lesson for the month of November is devoted to that phase of safety. This type of planning was accomplished in order to provide “readiness” on the part of your students. Here, then, are the lesson themes for the coming year:

<i>September, 1958</i>	<i>The General Accident Problem</i>
<i>October, 1958</i>	<i>Fire Safety</i>
<i>November, 1958</i>	<i>Gun and Woods Safety</i>
<i>December, 1958</i>	<i>Home Safety</i>
<i>January, 1959</i>	<i>Traffic and Pedestrian Safety</i>
<i>February, 1959</i>	<i>School Safety</i>
<i>March, 1959</i>	<i>Vocational Safety</i>

April, 1959

May, 1959

Teen-Age Driving

Summer and Vacation Safety

The number of accidental deaths in 1956 totaled 95,000—an increase of two per cent over 1955. The number of deaths in 1957 was virtually the same.

Why not join the more than 16,000 schools using National Safety Council safety lessons in an effort to reduce the accident rate? Accompanying the lessons each month is a colorful, eye-catching poster for display on hall or classroom bulletin board. Directed especially at the teen-age student, it is 8½" by 11" in size.

Order your safety lessons and posters for next year now from the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. The units are ten cents each for one to nine copies, lower prices for larger quantities.

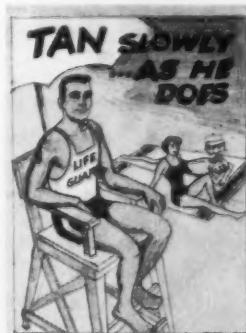
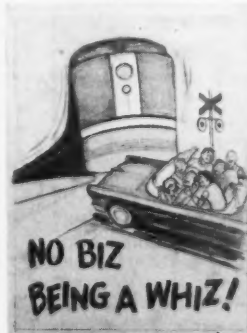
For those teachers who wish to secure additional information about certain safety topics, the National Safety Council has available, upon request, safety education data sheets offering background information on 87 different safety topics. In addition, the Council has produced films in both black and white and color, covering a host of topics. These films are also available upon request●

February
S-1388-A
School Safety

March
S-1390-A
Vocational Safety

April
S-1392-A
Teen-Age Driving

May
S-1394-A
Vacation Safety



"C'mon In . . . The Water's Fine!"

This phrase will be echoed by millions of people swarming to lakes, rivers and seacoast for swimming and boating fun this summer. Last year there were 5,200 fatal water accidents, and this year the toll may be even greater. Let the man who directs the largest swimming program in the world tell how you can help reduce water accidents.

By James H. Carnahan

Director

First Aid and Water Safety Services

Chicago, Illinois, Chapter

American Red Cross

MORE than half the people in your community will be in, on or about the water this summer. Millions of people live within easy walking or driving distance of lakes, rivers and seacoasts. Others who do not have such advantages are eager to pile the family into the car, train or bus and go many miles to enjoy the pleasures of bathing and relaxing in and near the water.

Water safety gets more and more important each year because more and more people take part in recreation which involves being in, on or about the water. Many of these adults and too high a percentage of the children are not aware of even the basic water safety rules! By becoming familiar with the problem, by doing the things we suggest here, and teaching your students these safety rules—you can materially help reduce the water accident toll.

Last year, some 5,200 persons lost their lives while engaged in water recreation. Will that many people die this year in an activity that should give only pleasure? We hope not!

The Red Cross, the YMCA and the YWCA and other organizations which conduct swimming and water safety programs train thousands each year.

But we can do much more.

Principals and teachers are in a position to broaden water safety even further, and where it will do the most good—among school and pre-school children and parents.

All children and adults should at least know how to remain afloat in the water. Inexperi-

enced or negligent boat handling may be the cause of many water fatalities, but in many cases if the victims had known at least how to remain afloat, the accident would not have been fatal. *And the parent should take primary responsibility for teaching his children to swim.* The training can begin at a very early age.

Nearly all pre-school children should have the opportunity to learn not to fear the water, and even to learn how to maintain control in the water. More parents should be aware that infants and children can get their first "swimming lessons" in the bath. A new booklet, *Teaching Johnny How to Swim*, published by the Red Cross, is now available as a help for parents in their teaching program.

All school-aged children should be taught to take care of themselves in depths over their heads. Again, this job is primarily for the parents. And in these days of relatively inexpensive backyard swimming pools, you don't have to live near the beach to be able to do the job. But if a beach or community pool is available, the child probably will get more of the experience he should have in deep water.

While many children have become swimmers quickly by being thrown into the water over their heads, many more are made into very difficult pupils by this method. Fear of the water, often developed at an early age by such an experience, not only inhibits learning but also may prevent enjoyment of the whole field of water recreation for a lifetime.

By nine or ten years of age, children should be entered in a Red Cross, YMCA, YWCA or other mass swimming program. Nearly all communities have such programs. They are inexpensive, and it is through them that children develop real proficiency at swimming.

One never stops learning to swim—and enjoying it more and more. This natural desire



Children should learn to swim when they're young. A school-age youngster is ready for swimming lessons.

to become a better swimmer can be used in improving water safety by encouraging more teen-agers to take part in such programs as Red Cross life saving courses. Many lives are saved each year because, through Red Cross and other training, thousands know how to save an hysterical, drowning person.

Another way you can help diminish our annual toll from water accidents is to help publicize the rules of water safety among school children and parents.

These rules should be stressed now, at the outset of the swimming season. Perhaps your P-TA could schedule a program on water safety—or it could alert parents, if programs are already tightly packed, by *adding* water safety information to a late spring meeting already scheduled. It is vitally important.

Boating, its partisans eagerly tell you, is the most wonderful sport in the world. It also represents a serious accident problem.

This summer more people than ever will go down to the water in rowboats, canoes, outboards, small sailboats and other craft under 16 feet in length. These thousands of "small craft" make up the bulk of vessels plying American waterways. During the past decade, the increase in the number of small pleasure boats on our rivers, lakes, bays and seacoast waters has been huge.

Most water accidents involving small craft are caused by inexperience, negligence or lack of knowledge of the basic rules of seamanship, which are comparatively few.

First, many fatalities could be prevented if victims know how to swim. But most of the boating situations which precipitate accidents can be prevented by just a minimum of knowledge of safety afloat.

Second, whether it's an occasional row on a quiet river, or a hard-pounding sailboat race

among highly skilled skippers, safe boat handling requires a good deal of knowledge and experience to meet *all* hazardous situations that could arise.

Third, follow the comparatively few basic rules of safety which are described in the box below.

(Continued on page 39)

DO'S AND DON'T'S OF WATER SAFETY

- DO learn how to do artificial respiration.
- DO learn to swim—the earlier the better.
- DO always swim with a companion—never alone.
- DO take proper precautions against sunburn.
- DO inspect unfamiliar water before going into it.
- DO wear a life jacket aboard a boat if you are a non-swimmer or can't swim at all.
- DO carry regulation life jackets for all passengers aboard your boat.
- DO swim only after beaches are officially open, or where swimming area is supervised by life guard.
- DO distance swim along the shore—not out away from it—or accompanied by a boat.
- DO stay with an overturned boat. It will stay afloat and hold you up until help arrives.
- DO use common sense at all times in, on or about the water.
- DO inquire at your local Red Cross Chapter for training in swimming and water safety.
- DON'T swim immediately after eating. Wait at least an hour.
- DON'T call loudly for help unless you need it.
- DON'T overload your boat. Seats don't indicate capacity.
- DON'T dive into unfamiliar water. There may be rocks just under the surface, or it may not be as deep as you think.
- DON'T go aboard a boat by stepping on the side or gunnel. Step from the dock or landing into the bottom and middle of the craft.
- DON'T stand up or rapidly, and without warning change places in a moving boat.
- DON'T go boating or swimming in bad weather. Always keep a "weather eye" when you're out.
- DON'T use any type of boat unless you know how. Don't go out in a boat unless someone aboard is experienced.
- DON'T take chances in swimming or boating just for a thrill.

Those First Fall Days at

First-timers in Topeka get special
training in traffic caution in a
before-school-starts "round-up"
held at all elementary schools . . .

By Quentin D. Groves
*Supervisor of Health,
Physical Education and Safety
Public Schools
Topeka, Kansas*

WHAT a "big day" it is in the life of Young Billy as he goes off to school for the first time.

Never before has he had so much to think about. Never before has he had so many responsibilities—and all at once!

A great deal of effort and planning have gone into providing a nice school building and a pleasant kindergarten for Billy. A kindly, well-trained kindergarten teacher has been employed and eagerly awaits his arrival.

Billy is togged out in a pair of shiny new shoes that are still a little stiff for skipping. His turned-up jeans smell so good and new. And all is in readiness for Billy.

But is Billy ready for all of this that is so new?

Is he physically well and able to attend school regularly?

Is he emotionally prepared to accept this new environment?

Most important of all, does he know how to handle himself in traffic situations, so that he will be able to return home safely after this first "big day" and all the many days of his school career?

These are questions that every school system must answer year after year as these little ones experience that "big day."

The public schools of Topeka, Kansas, a community of about 100,000, attempt to answer some of these questions about Billy's health and



Pre-schoolers line up near curb as police officer teaches traffic precautions.

safety by planning specifically for that first "big day."

To help prepare the child emotionally, at least two pleasant experiences are planned at his school.

First comes the pre-school round-up, at least four months before enrollment time.

This is a Parent-Teacher Association-sponsored program designed primarily to urge parents to place the child under medical supervision and care for his physical needs. However, every effort is also made to make this visit to the school a very pleasant one—something that Billy will think about often as the time for the opening of school approaches. He meets the kindergarten teacher, visits the schoolroom and gets to play with the toys and mingle with the kindergarten children. He has a little party with those who will be in his class.

At this round-up, the child and his parents are told of another round-up that he can attend at the school. The exact date of this second meeting is not known at the Spring meeting.

During the month of August, Billy is pleasantly surprised to get a personal letter from his school principal. The letter is addressed to him, and invites him to come (and bring his parents or friend) to the Kindergarten Safety Round-Up. He is told he will meet a policeman, see a show and practice crossing the street safely with the help of a patrol boy.

As soon as the pre-schoolers get this letter from the principal, the newspapers print a schedule for the benefit of those who may have moved into the city during the summer, or for those who were unable to attend the pre-school round-up in the Spring.

(Continued on page 14)

School . . . Are You Prepared?

It's not too soon to plan your fall "Back-to-School" safety program. Oklahoma City starts with a planning committee in May to work out details for this community-wide accident prevention campaign.

By Lonnie Gilliland, Ed.D.
*Director of Safety Education
Oklahoma City Public Schools
Oklahoma City, Oklahoma*

FOR the past number of years the Oklahoma City Public Schools and other interested agencies and organizations in Oklahoma City have conducted a "Back-to-School" safety program on a city-wide basis at the beginning of the school year. A program of this type conducted at this time of year has many advantages: (1) it provides the opportunity for giving direction to the establishing of correct practices in traffic safety on the first day of school, (2) it alerts all citizens in the community to the fact that schools are opening and that children will be crossing many of the heavily traveled streets, (3) it helps develop unity and cooperation in improving traffic conditions for all, and (4) it helps develop good working relationships among the citizens in a community on a problem of interest to all.

The "Back-to-School" safety program in Oklahoma City is planned during May so that the materials to be used in the program can be developed during the summer and made ready for distribution on the date set by the planning committee.

The planning committee is composed of representatives from the following agencies and organizations: local safety council, Parent-Teacher Council, local police, Student Safety Council of Secondary Schools, Fleet Supervisors' Round Table, Oklahoma Society of Safety Engineers, Oklahoma City Association of Insurance Agents, Oklahoma City Chamber of Commerce, the Junior Chamber of Commerce, civic groups, Tinker Air Force Base, Oklahoma City Car Dealers Association, American Red Cross, Boy Scouts of America, school principals, city-wide

teacher organizations, school safety education department, and others.

The planning committee meets at the central office of the Board of Education and evaluates the program which was carried on the preceding year, decides what is to be done in the next program, sets the date for putting the program into operation and determines ways of getting distribution on the materials that are to be used. The representative from each organization usually assumes the responsibility for getting these materials to the group or groups that he represents.

The Oklahoma City Association of Insurance Agents supplies the funds needed to pay for any materials used in the program.

The program materials usually include the following: (1) "SCHOOL DAYS—WATCH CHILDREN," bumper stickers which are done in black on yellow; (2) large placards, "SCHOOL DAYS—WATCH CHILDREN," placed on all busy highways leading into the city and on streets in advance of school zones; (3) bulletins giving information on safety practices that should be observed (85,000 of these

(Continued on page 14)

Planning committee of the Back-to-School safety program takes a look at materials to be distributed in the late August safety campaign.



Oklahoma City...



A try-out by a few members of the planning committee is given one of the promotional devices used in the campaign.

were distributed); and (4) large placards, "ON STRIKE AGAINST ACCIDENTS—UNFAIR TO SCHOOL CHILDREN" and "SCHOOL DAYS—WATCH CHILDREN," were designed for the PTA Safety Committee to wear along streets adjacent to school grounds on the morning school opens.

In addition to the materials listed above, plans are under way to have the restaurant association place table cards with "SCHOOL DAYS—WATCH CHILDREN" in all eating establishments in Oklahoma City.

Many of the representatives to the planning committee incorporate the information shown in the bulletin into their own company bulletins.

A marked reduction in the number of accidents to children enroute to and from school has been noted since the inception of our "Back-to-School" safety program. Last year 55,000 school children attended the Oklahoma City public schools during September and only two reportable accidents occurred to them while enroute to and from school.

This program provides for a community-wide project in traffic safety, and it is most beneficial in helping to establish safety practices at the opening of school.

Topeka, Kansas...

The program for the Kindergarten Safety Round-Up is planned jointly by school and P-TA officials, and the Police Department. The program is presented by police officers under the supervision of Lt. Bill Coleman, Topeka policeman whose full-time assignment is the school safety program.

The safety lesson is informal. The officer quite often takes one of the little ones on his knee as he visits with all of them about safety

on the way to and from school. He talks only a short while, seeking to gain their confidence. (Some officers succeed so well that the little ones line up for a kiss as they leave the program!) This is a first step in a continual effort to develop a good attitude on the part of children toward police officers.

The officer stresses several important points for the children and mothers (who are seated in the back of the room) as the policeman visits with the children. He asks that the mother and child plan the safest route to school and that the child always follow that route.

The policeman tells the child always to go straight home after school, and always to walk, not run, while crossing streets. He warns against accepting rides with strangers and tells them how to obey patrol boys and police officers.

The next part of the program is devoted to the showing of a film. Various films have been used, but the one used most frequently is "Safety To and From School."

Immediately after the showing of the film, the police officer takes the children out to a street corner, where one of last year's patrol boys is on duty. Here the children practice crossing the street, in small groups, under three different circumstances: with a regular stop light, with a school push-button stop light, and with no stop sign at all.

Safety education is, of course, a continuous process throughout the school life of the child. But these initial programs are designed to help Billy get home safely from that first "big day"●

James Mann Takes Over Authorship of 1958-59 Safety Lessons

JAMES MANN, principal for the past 18 years of Hubbard Woods School, Winnetka, Illinois, and a member of the executive committee of the Elementary School Section, has accepted the task of preparing National Safety Council elementary school safety lessons for the coming school year.

A member of the School and College Conference, Mr. Mann was active in the formation of the Elementary School Section and served as second general chairman of the group.

In 1947 he received the O. L. Simpson Award, given each year to the Winnetka Citizen of the Year for civic service. In 1954, he was recipient of a Brotherhood Award for his work in promoting inter-group relations.

He is also a staff member of the graduate education division of Roosevelt University.

Your greatest opportunity to
enrich your own safety knowledge,
improve your school safety
programs can be enjoyed if you
make plans now to

Come to the Congress! October 20-24

THROUGHOUT these balmy, busy days of spring, when school-ending tasks loom up and are tackled one by one . . . through the more leisurely days of summer, when vacations beckon and are pleasurably spent, and summer work is done . . . and through the early days of September, when school days again begin . . . *remember the dates of October 20 through 24.*

Those are the dates when your colleagues in school safety education from all over the nation, as well as parents, manufacturers of safety equipment, and all those interested in safety education in the schools will meet at the School and College Sessions of the National Safety Congress in Chicago. The School Sessions will be held at the Morrison Hotel.

You can't afford to miss this valuable opportunity of meeting with others who are vitally interested in and carry heavy responsibilities in school safety and safety education—to compare programs, find out what others are doing to reduce the accident problem, and to learn the newest as well as tried and true methods and thinking in the safety education field. It would be wise to send in to the Council for your room reservation now—the longer you wait, the more difficult it is to find space in Chicago during Congress Week.

This year marks the tenth anniversary of the Driver Education Section, an event which has spurred driver education planners to make the coming program one of the best in years. Promi-

nent pioneers in driver education will be honored, and well-known speakers will outline the major needs and directions of driver education today.

Some of the areas that driver educators will discuss are: how to develop a driving code; putting some "oomph" in classroom instruction; efficient use of time in the car; pre-driver education programs; responsibility of the driver education teacher in driver improvement schools; aims, functions, responsibilities and programs of state driver education associations; contributions made by the Driver Education Section in ten years, and techniques in superhighway driving. A session on current research in driver education is expected to be one of the most important of the Congress.

Elementary educators will study the ways in which children get hurt—at school, at home and in play—information which can be discovered through the use of school accident reports. Many of the sessions will be carried on through the cooperation of the Standard Student Accident Reporting Committee of the Council. Once types of accidents in which children are hurt are determined, elementary people will go to work to find ways of putting research findings to work in educating elementary school children for safe living.

Greatly expanded school transportation sessions and campus safety meetings, as well as special meetings for safety education supervisors, also are scheduled. Research will play a big part at the Congress, with one meeting set to bring general research in safety education now being carried on to the attention of Congress goers, and another session specifically devoted to driver education research.

Literally thousands of items of safety equipment for school and industrial use will be displayed during Congress Week at the National Safety Exposition, in the Conrad Hilton Hotel.

A week to accumulate safety information it would take months to acquire through other channels—a week to discuss ways you can broaden and enrich your safety programs and improve your school accident records—a week to renew old friendships and make new ones—that's what you'll find when you attend the School and College sessions in October.

You can write to the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, for information on hotel reservations. Do it now, in order to make sure you get good accommodations near your colleagues!



Above: Student's car passes motor vehicle check and gets a Greek Week safety sticker. Lower left: Baron man sign promotes Greek Week. Left: Leading the parade, boys tote banner with week's slogan.



Photos courtesy of John Jailer, Ohio State University student

Fraternities and sororities danced, sang, competed in a safety-packed week at Ohio State University.

Greeks Rally for

By Nancy Nupuf

IN Spain they say "Seguridad." In France they say "Surete." All the Germans call it "die Sicherheit." The Latins said "Salus." We call it *Safety*—and even the Greeks had a word for it!

All the students at Ohio State University now know the Greek word for safety. For, during one week in February, this word was splashed from one end of the OSU campus to the other, as the "Greeks"—members of Greek letter societies—adopted a new theme for the old campus tradition of Greek Week.

Departing from the traditional college "Hell Week," the time when fraternity and sorority "pledges" are prepared for full membership, the Buckeye Greeks have in recent years devoted their Greek Week to educational programs. They have combined fun, extra-curricular activities and hard work to promote a national

charity or organization. Last year, it was the Crusade for Freedom. This year they selected the National Safety Council to support in its fight against accidents.

In doing so, the Greeks at Ohio State demonstrated how safety can be made appealing to college students.

With the same spirit that football coach "Woody" Hayes led his Buckeyes to the Rose Bowl, these Greeks led the campus in a safety crusade. Appreciating the size of an accident prevention program, the planners singled out two main areas for emphasis—traffic safety and safe housing practices. Under Karen Hanson and Phil Myers, student co-chairmen, they selected their theme and began campaigning.

In typical collegiate fashion, the Buckeyes coated the campus with their slogan: "The Greeks Had A Word for It—*Safety*" (with



Top: In kick-off parade, students display safety placards. Center: House "inspectors" check safe distance between bunks. Bottom: Door sign shows Greek word for "Safety" to all visitors.

ΑΣΦΑΛΤΑ

"safety" spelled in Greek). Then they flooded the University with signs and original safety sayings on all bulletin boards and pillars.

Preliminary events began Sunday. With student participation, Sunday morning religious services stressed safety, and ministers spoke of the moral aspects of accident prevention. The collection taken at the Protestant service was given to the Greek Week committee. In the Catholic service, a special leaflet, "A Catholic's Obligation to Safety," was distributed.

Basketball fans heard more about the events of the week during the half-time of the Ohio State cage game Monday night. An official proclamation from OSU president Novice G. Fawcett recognized "Safety on Campus" week.

A kick-off rally on Tuesday spearheaded the week's activities. Singing safety verses to famil-

(Continued on next page)



Greeks Rally for Safety

(Continued from preceding page)

lar campus tunes, the Greek students marched with their fraternity brothers and sorority sisters in a torchlight parade through the campus, displaying their original safety placards. Trophies were awarded to the fraternity and sorority with the most original safety placards and with the greatest participation.

After the parade, the 4,000 Greeks rallied in the University auditorium until the climax—the crowning of a safety king and queen. William S. Guthrie, executive dean of student relations, welcomed the spirited crowd. Featured speaker was Gordon Jeffery, state director of highway safety, who substituted for Governor C. William O'Neill.

At Jeffery's inspiring words, "This safety week on campus must start to kindle much interest, for here at Ohio State the strongest lamps of hope in our state are lighted," the Buckeyes plunged headlong into a safety-packed week.

A voluntary housing inspection was conducted to find the "safest" fraternity and sorority houses. Assisted by the University dean of housing and the Columbus Division of Building Regulations, students developed a house safety check list, rating positive factors rather than negative. Two copies of the check list were made—one for the contest, the other for the house president's use in future improvements.

A badly wrecked automobile stationed in the middle of the University "Oval," the center of the campus, reminded students and faculty to have their autos checked for mechanical fitness. Throughout the week, students conducted a voluntary motor vehicle inspection. Supervised by the Columbus Police Department, the Ohio State Highway Patrol and the University Department of Safety and Security, students checked the condition of tires, brakes, headlights and windshield wipers. A Greek Week Safety Sticker was affixed to each car passing inspection, and a pamphlet on auto maintenance and winter driving was given each driver.

The safety spirit snowballed when the element of competition was added. Each fraternity and sorority held eliminations during the week to find its best driver for an all-campus driving skill contest Saturday afternoon. Maximum participation was achieved as students helped their candidates study and practice for the event.

The contest, held in the stadium, aimed to test and improve driving skills and knowledge. Despite the bitter cold, members of 25 fraternities and 13 sororities stood shivering to cheer on their contestants. Each entrant in the

two divisions, one for the men and one for the women, first took a written driving quiz. Then each drove through four obstacle courses, demonstrating parallel parking ability, judgment on stops, accuracy in driving forward, and backing skill through obstacles.

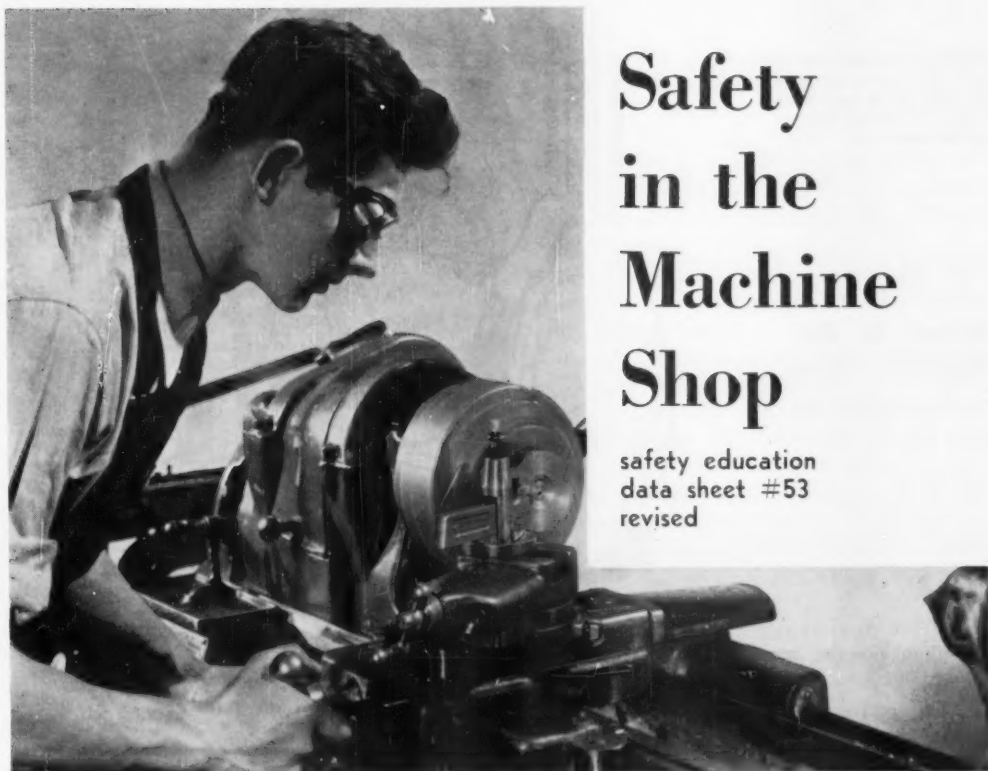
Four local auto dealers loaned 12 new vehicles for use in the competition, and the Ohio Trucking Association set up the obstacle course. Each contestant was given a certificate from the Ohio State Safety Council, and first place winners received trophies. Second and third place winners were awarded plaques, all donated by local merchants.

At times the Greeks were serious, at times they were social, but all the time they thought about safety. Wednesday evening, one faculty member was invited to each Greek house for dinner. During the evening, student leaders spoke on the need for safety awareness and then led discussions on the potential contributions of Greeks to the fight against accidents. Thursday night another exchange dinner, this time among the chapter houses, featured more speeches on accident prevention on campus and off campus. Speakers were trained by the Greek Week education committee, which also prepared specific speeches for the students.

Social life for the younger set flared at a Pledge dance Wednesday night. The neophyte members got together for an evening of fun—and another reminder of safety week's teachings. The theme of Greek Week was coordinated into all dance decorations.

But the climax of the social whirl was Friday night's Greek Week benefit show. The variety performance, featuring pianist George Shearing and his sextet, Billy May's orchestra and comedian Peter Wood was a sellout, netting approximately \$1,000. Proceeds were split among: the Greek Week budget, the Mershon Auditorium reserve fund and the National Safety Council for use in encouraging other universities to expand their safety education activities.

The wind-up of "Safety on Campus" week came Saturday, after the driving skill contest. A special program was held in the student Union honoring winners of the various contests. James McElhaney, assistant dean of men at Ohio State University and Daniel Webster of the National Safety Council congratulated the Greek letter leaders for their outstanding performance. Webster explained that Ohio State's Greek Week safety program will be used as a pilot study to demonstrate how accident prevention activities can be promoted on other college campuses throughout the United States. ●



Safety in the Machine Shop

safety education
data sheet #53
revised

Statistics

1. The machine shop is relatively high in frequency of accidents when compared with other areas of industrial education. In the metals area, the frequency of accidents in the machine shop is higher than all other shops combined.

General Safety Precautions

2. Be sure that all machines have effective and properly working guards which are always in place when machines are operating. Replace guards immediately after any repairs.
3. Do not attempt to oil, clean, adjust or repair any machine while it is running. Stop the machine and lock the power switch in the "off" position.
4. Do not operate any machine unless authorized to do so, or under supervision of the instructor.
5. Even after the power is off, do not leave machines until they have stopped running. Someone else may not notice that they are still in motion and be injured. And do not try to stop, with hands or body, any part of any moving machine.
6. Always see that work and cutting tool on any machine are clamped securely before starting.
7. Keep all machines free of oil cans, wrenches, files and precision measuring instruments.
8. Keep floor clear of metal chips or curls and waste pieces. Put them in container provided for each machine. Scraps are tripping hazards, and chips or curls may cut through a shoe and injure the foot.
9. Power should be shut off and no machine operated when the instructor is not in the room.
10. All set screws should be of flush or recessed type. If they are not, move with caution when near them. Projecting set screws are very dangerous since they may catch on sleeves or clothing.
11. Get help for handling long or heavy pieces of material. Follow safe lifting practices—lift with the leg muscles, not the back. If you do not know how to lift safely, ask the instructor to show you.
12. When working with another student, only one should operate machine or switches.
13. Do not lean on or against machines.
14. If certain areas are restricted by floor

(Continued on next page)



NATIONAL SAFETY COUNCIL
425 N. MICHIGAN AVE., CHICAGO 11, ILL.
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Right: Safety rules and safe methods of using equipment should be explained to each student before he uses any machine in the shop.

Safety in the Machine Shop

(Continued from preceding page)



markings, observe restrictions set up by such zones.

15. Do not run in the shop; and there should be no horseplay in the shop at any time.

16. Concentrate on the work and do not talk unnecessarily while operating machines. Don't talk to others when they are operating.

17. Get first aid immediately for any injury.

18. Be sure you have sufficient light to see clearly. Check with the instructor if you do not have enough.

19. The instructor should check out each learner on the controls and operation of each machine the learner is to operate.

Clothing and Equipment

20. Safety glasses or a face shield of the appropriate type should always be worn in the machine shop.

21. Wear clothing suited for the job. Wear shoes with thick soles—safety shoes if heavy work is being done. Do not wear rings, wrist watches, bracelets or other jewelry that could get caught in moving machinery. Do not wear neckties or loose or torn clothing of any kind. Do wear shirts or jumpers with sleeves cut off or rolled above the elbows.

22. Always remove gloves before turning on or operating any machine. If material is rough or sharp and gloves must be worn, place or handle material with machine turned off.

23. When gloves are needed, wear canvas or reinforced gloves for heavy, rough work.

Leather gloves or hand pads are better than canvas for handling sheet metal, castings and sharp scrap. Use hand pads or asbestos gloves for hot material.

Housekeeping

24. Keep floor free of oil, grease or any other liquids. Clean up spilled liquids immediately; they are slipping hazards.

25. Aisles should be clear at all times to avoid tripping or other hazards.

26. Store materials in such a way that they cannot become tripping hazards.

27. Do not leave tools or work on the table of a machine even if the machine is not in motion. Tools or work may fall off and cause toe or foot injuries. Put tools or work away when not in use.

28. Put all scrap in scrap boxes placed adjacent to each machine.

Equipment

Shapers

29. Be sure ram, tool head, tool, work, table support, clamping screws and vise are properly secured in place or position and that tool head and tool clear the work before starting shaper. Place a metal shield or heavy, close mesh with wire screen, over the tool to catch the chips.

30. After setting stroke length and position, check to see that adjusting nuts are tight. Remove all wrenches from machine after completing set-up. If magnetic chuck is used, be sure current is on before starting machine.

31. Stand parallel to direction of stroke of machine when it is operating and never reach across the table between strokes of the ram nor remove chips while ram is in motion.

32. Keep a chip brush on every shaper. Use it, *not the hands*, for brushing away chips.

33. Never place hand between ram and shaper vise while shaper is in operation.

Planers

34. After work is fastened, check to see that it clears cross rail; see that stop pegs are in proper places and safety dogs are secured in position. See that feed rod and its attachment are properly located and in proper working order.

35. Have planer idle when adjusting length of "bed" stroke and adjust length of stroke and speed of machine to suit work.

36. Do not reach over a moving job and never ride the "bed."

37. Leaving tools of any kind between the ways is extremely hazardous.

38. When loosening tool holders, hold tool with one hand or place a wooden support under it.

Milling Machines

39. Make sure that cutter and arbor are secure and that cutter and arbor support will clear work. Use only cutters that are correctly ground and in good condition.

40. Be sure to feed work into cutter to avoid damage to cutter.

41. To avoid striking hands on cutter while setting up, move table with work as far away from cutter as possible.

42. When using cutters in a vertical milling machine, do not take an excessively heavy cut or feed. Such a feed or cut could break the cutter and injure the operator.

43. Do not attempt either to tighten or to take off arbor nut by applying power to machine. Make sure motor is stopped to prevent machine starting up accidentally.

44. Check speeds and feeds, and feed work against direction in which cutter is rotating. Otherwise, the cutter may climb the work and injure the operator. Select proper speed.

45. Keep hands away from work when machine is running. Never reach over a revolving cutter, especially the side of the cutter which cuts into work; and use a suitable brush if chips are to be removed from work. Always brush on work side of cutter.

Drill Presses

46. Use drills properly sharpened to cut to the right and see that drill is running true. Select proper speed. Small drills should revolve at high speed—large drills at low speed. Drills should be carefully selected as to suitability for the job and good condition. Chuck wrenches must be removed from the drill chuck before starting machine.

47. Never attempt to hold work under drill by hand; clamp it securely to the table before starting the machine.

48. Run drill only at proper speed; forcing or feeding too fast may result in broken or splintered drills and serious injuries. Change belt for speed regulation only when power is off and machine has come to a complete stop.

49. If work should slip from clamp, never attempt to stop it with the hands. Stop machine and make any adjustment or repair. If drill sticks in work, shut off the motor and start drill by hand.

50. File or scrape all burrs from drilled holes.

51. Do not reach around or in back of revolving drill.

52. Keep your head back and well away from any moving part of the press.

Metal Lathes

53. Before turning on the power, check to see that tailstock, tool holder and job are properly clamped. If magnetic chuck is used, be sure current is on before starting machine.

54. Use hand power only, when putting on or removing chuck or faceplate. Do not use the power that operates the lathe. When assembling or removing chuck, place board on ways to prevent damage to machine, and possibly to operator, in case chuck falls. Have firm grip on chuck as it nears end of thread.

55. Do not leave chuck wrench, or any other tool, in the chuck. If the machine is turned on, wrench may fly out and injure the operator or some other person.

56. Do not use a wrench on revolving work or parts, and never try to measure work or feel the edge, or adjust a cutting tool when lathe is running.

57. When filing, be sure tang of file is protected by a sturdy wooden handle, in good condition. Stand to one side so that if the file is forced upward it will go past the body rather than against it.

58. Do not shift or change gears while lathe is running.

(Continued on next page)

Safety in the Machine Shop *(Continued from preceding page)*

59. Stand erect—this keeps head away from flying chips.

Metal Saws

60. When turning on the power, stand to one side of the saw frame, then adjust speed to suit the work.

61. When saw is operating, do not bend over it.

62. Mount work *only* when saw is stopped.

63. Support protruding end of long work so material cut off will not fall and possibly cause injury, and be sure that others cannot run into protruding end.

64. When using the sliding stock guide, do not allow fingers to project beyond the end so that they could come in contact with the saw.

65. Be sure that blades for both circular and band saws are in good condition. An indication that the blade is cracked is a sharp, regular clicking noise as the work is fed. Change blade at once if this condition arises.

66. Test circular saws by "ringing," and band saws by passing blade through the fingers. Give both types careful visual inspection. If blade *does* break in work, shut off power and do not attempt to disengage blade from work until machine has come to a complete stop. To prevent hand injuries, use a supporting block when cutting short pieces.

Grinders

Pedestal Type

67. Stand to one side out of line of wheel

when starting it up, especially if the wheel is new.

68. Let wheel warm up before using it heavily; work should be fed gradually. Using too much pressure or striking the wheel suddenly may cause it to break.

69. Make sure tool rest is *only* $\frac{1}{8}$ of an inch from the wheel. Check clearance before using. Too much clearance may cause the job to jam the wheel and break it. Do not set the tool rest while machine is in motion.

70. Use face of wheel only, unless it is designed for grinding on the side. Otherwise, side pressure may break the wheel. Whenever possible use the entire face of the wheel to avoid grooving it.

71. Never use a grinding wheel that is loose on the shaft or if its rate of speed is not safe for the number of r.p.m.'s of the spindle. Check with the instructor for this information.

72. Stop the wheel if it chatters or vibrates excessively. This may be a danger signal that wheel is not properly balanced or not attached securely to the spindle.

73. When replacing or mounting a grinding wheel, be sure that it is in good condition. Give wheel "ring" test. (Suspend free and clear and tap gently with light, non-metallic implement. If wheel is sound, it will give a clear,

Right: Safety goggles and shield on machine protect eyes and face from flying particles, sparks and dust.

Below: A student "safety engineer" can aid the instructor in seeing that safety practices are observed by students.



metallic tone when tapped.) And make sure wheel fits on spindle of grinder.

74. Hold job firmly against the wheel so that it will not slip out of the hand and cause hands or fingers to come in contact with the wheel. Use a clamp or other suitable holding device for extremely short pieces. Do not wear gloves or use a rag to hold work; either of them could get caught in the wheel and injure fingers or hands. Always use face shield or goggles even if grinder is provided with protective glass shields.

Surface Type

75. Be sure the magnetic chuck is thoroughly clean; test holding power of the chuck before starting the machine.

76. Stand to one side of wheel before starting it.

77. Check to see that the wheel properly clears the work.

78. Whenever possible, use an angle plate and clamp the work to it—especially small work.

Selected Information Sources

79. *Industrial Data Sheets*. Chicago, Ill.: National Safety Council.

Engine Lathes, 2 pp.

Metal Planers, 2 pp.

Metal Saws, 2 pp.

Metal Shapers, 2 pp.

Metal-Working Drill Presses, 2 pp.

Metal-Working Milling Machines, 2 pp.

80. *Industrial Safety Guide*. 48 pp. Illustrated. Chicago, Ill.: National Safety Council.

81. *The Machine Tool Primer*. 324 pp. Illustrated. Newark, N. J.: Herbert D. Hall Foundation. 1948.

82. *Safety Education Data Sheets*. Chicago, Ill.: National Safety Council.

Home Workshops. 6 pp.

Safety in the Woodshop. 8 pp.

Safety in the General Metals Shop. 8 pp.

Safety in the Sheet Metal Shop. 7 pp.

83. *Safety Education in the School Shop*. 68 pp. Illustrated. Chicago, Ill.: National Safety Council. 1948.

84. *Safety Instruction Cards*. Chicago, Ill.: National Safety Council.

Drill Press Operators—No. 87.

Machine Operators—No. 306.

Machine Shops—No. 299.

Metal Lathe Operation—No. 89.

Metal Planer Operators—No. 298.

Milling Machine Operators—No. 297.

85. *School Shop Safety Manual*. 240 pp. New York, N. Y.: Board of Education of the City of New York. 1948.

86. *Shop Safety*. 32 pp. Illustrated. Chicago, Ill.: National Safety Council. 1949.

87. *Shop Safety Education*. The State Education Department. 319 pp. Illustrated. Albany, N. Y.: Distributed by Delmar Publishers, Inc. 1949.

Safety Education Data Sheets available are:

- | | | |
|--|---|--|
| (1) Bicycles | (33) Traffic Control Devices | (62) Hazards of Discarded Iceboxes and Refrigerators |
| (2) Matches | (34) Safe Conduct in Electrical Storms | (63) School Bus Safety: Educating Pupil Passengers |
| (3) Firearms, Rev. | (35) Poisonous Reptiles | (64) Safety in the Graphic Arts Shop |
| (4) Toys and Play Equipment | (36) Motor-Driven Cycles | (65) Safety in Part-Time Jobs: Food Handling |
| (5) Falls | (37) Animals in the Classroom | (66) Baby Sitting |
| (6) Cutting Implements | (38) Railroad Trespassing | (67) School Dramatic Productions |
| (7) Lifting, Carrying and Lowering | (39) Bad Weather: Hazards, Precautions, Results | (68) Safety in "Do-It-Yourself" |
| (8) Poisonous Plants | (40) School Parties | (69) Playground Apparatus |
| (9) Electric Equipment | (41) Home Workshops | (70) Safety with Kites and Model Airplanes |
| (10) Pedestrian Safety | (42) Horseback Riding | (71) Safety in Sports: Baseball |
| (11) School Buses—Administrative Problems (Rev.) | (43) Hiking and Climbing | (72) Safety in Sports: Football |
| (12) Flammable Liquids in the Home | (44) Hook and Line Fishing | (73) School Bus Safety: Operating Practices |
| (13) Passenger Safety in Public Carriers | (45) Summer Jobs—Farm | (74) Playground Surfacing |
| (14) Chemicals | (46) Safety in the Wood Shop | (75) Safety in Sports: General Practices |
| (15) Hand Tools | (47) School Fires | (76) Safety in Bad Weather Conditions |
| (16) Nonelectric Household Equipment | (48) Unauthorized Play Spaces | (77) Safety in Sports: Basketball |
| (17) Sidewalk Vehicles | (49) Bathroom Hazards | (78) Safety for Amateur Electricians |
| (18) Camping | (50) Safety in the General Metals Shop | (79) Coordinating Safety in Industrial and Vocational Education Programs |
| (19) Alcohol and Traffic Accidents | (51) Safety in Pupil Excursions | (80) Counselors and Helpers in Summer Camps |
| (20) Cooking and Illuminating Gas | (52) Highway Driving, Rules, Precautions | (81) Gun Clubs: Their Organization and Activities |
| (21) Solid and Liquid Poisons | (53) Safety in the Machine Shop (Rev.) | (82) Office Safety |
| (22) Safety in the Gymnasium (Rev.) | (54) Summer Jobs: laborers, home yard, service-stations | (83) Safety in the Sheet Metal Shop |
| (23) Laboratory Glassware | (55) Motor-Vehicle SPEED | (84) Skiing Safety |
| (24) Places of Public Assembly | (56) Welding and Cutting Safely | (85) Safety in the School Lunch Room |
| (25) Fireworks and Blasting Caps | (57) Safety in the Auto Shop | (86) Cigarette Fire Hazards |
| (26) Domestic Animals | (58) Winter Walking | (87) Safety in the Electrical Shop |
| (27) Swimming | (59) Safety in the High School Chemistry Laboratory | |
| (28) Small Craft | (60) Safety in the Farm Mechanics Shop | |
| (29) Play Areas | (61) Floors in the Home | |
| (30) Winter Driving | | |
| (31) Night Driving | | |
| (32) Winter Sports | | |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Bound volumes of the data sheets may be purchased from the Council at \$3.89 each for one to nine copies.

SOME IMPORTANT CAUSES OF DEATH IN THE U.S. AT SCHOOL AGE, 1956

Cause of Death	5-9 Years			10-14 Years			TOTALS: 5-14 Years			15-19 Years			20-24 Years			TOTALS: 5-24 Years		
	Number of Deaths	Per Cent of Deaths		Number of Deaths	Per Cent of Deaths		Number of Deaths	Per Cent of Deaths		Number of Deaths	Per Cent of Deaths		Number of Deaths	Per Cent of Deaths		Number of Deaths	Per Cent of Deaths	
All Deaths	8,489	100%		6,410	100%		14,899	100%		10,812	100%		13,775	100%		39,486	100%	
Accidents**	3,390	40		2,926	46		6,316	42		6,293	58		7,252	53		19,861	50	
Cancer (malignant neoplasms)	1,410	17		837	13		2,247	15		861	8		978	7		4,086	10	
Homicide	57	1		84	1		141	1		385	4		905	7		1,431	4	
Congenital malformations	566	7		320	5		886	6		246	2		182	1		1,314	3	
Diseases of heart	110	1		142	2		252	2		401	4		649	5		1,302	3	
Pneumonia	469	6		231	4		700	5		214	2		260	2		1,174	3	
Suicide	3	*		51	1		54	*		257	2		602	4		913	2	
Nephritis and nephrosis	199	2		147	2		346	2		209	2		298	2		853	2	
Vascular lesions, central nervous system	102	1		117	2		219	1		146	1		253	2		618	2	
Complications of pregnancy, childbirth, puerperium	0	*		5	*		5	*		124	1		253	2		382	1	
Benign, unspecified neoplasms	99	1		91	1		190	1		86	1		104	1		380	1	
Rheumatic fever	100	1		161	3		261	2		65	1		46	*		372	1	
Tuberculosis, all forms	39	*		29	*		68	*		62	1		194	2		324	1	
Diabetes mellitus	36	*		57	1		93	1		81	1		134	1		308	1	
Acute poliomyelitis	65	1		45	1		110	1		42	*		82	1		234	1	
Appendicitis	80	1		61	1		141	1		60	1		32	*		233	1	
Anemia	74	1		55	1		129	1		51	*		45	*		225	1	
Gastritis, enteritis, colitis	72	1		29	*		101	1		51	*		46	*		198	1	
Meningitis (nonmeningococcal)	99	1		43	1		142	1		22	*		19	*		183	*	
Meningococcal infections	65	1		26	*		91	1		23	*		21	*		135	*	
Measles	95	1		26	*		121	1		9	*		3	*		133	*	
All other causes	1,359	16		927	15		2,286	15		1,124	11		1,417	10		4,827	12	
Accidental Death Rates†	18.8			21.3			19.9			55.9			70.4			37.2		

Source: National Office of Vital Statistics

†Rates are deaths per 100,000 population in each age group.

**See Chart on page 26.

*Less than one-half of one per cent.

By Jennie Spadafora
Statistics Division
National Safety Council



The Empty Chair

Statistics show not *why* but *how* the chair was emptied. Accidents account for *half* of all deaths of youth between ages of 5 and 24.

THE empty chair—used to belong to a little boy . . . a real boy. The kind who collected all sorts of wonderful things like stones—pockets full of stones—and fireflies. Stones are still in his room—fireflies are still flying. The chair is still in the room. But the little boy who collected all the wonderful things is dead—killed in an “accident.”

The *empty chair* is like thousands of others over the country—empty because some pre-occupied person drove a trifle too fast around a curve, or some unthinking housewife ran to the phone forgetting a hot iron, or a peppy child bounced into a street without looking both ways.

For the last several years the National Safety Council has said, “Two out of five children (5 to 14 years old) who die are killed in accidents.” The recently announced official figures for 1956 unfortunately do not change this statement; they only verify and re-emphasize it. The ratio was even higher for ages 15 to 19 and 20 to 24 years old.

This does not mean however, that accidental deaths of persons 5 to 24 years old increased in number over the 10-year period 1946 to 1956. In fact, they remained about unchanged—19,911 in 1946 and 19,861 in 1956.* How-

ever, deaths from non-accidental causes decreased 45 per cent, from 35,766 in 1946 to 19,625 in 1956.*

The second cause of death in 1956 among persons 5 to 24 years old was cancer with a total of 4,086 deaths. Homicide was third with 1,431, followed by congenital malformations and heart disease with 1,314 and 1,302 respectively.

The accompanying table gives the 1956 record of causes of death for each five-year age group from 5 to 24 years. The frequency of deaths for some causes fluctuates considerably from one age group to another. The accidental death rate per 100,000 persons varies from 18.8 for children 5 to 9 years of age to 70.4 for persons 20 to 24 years old.

Among children 5 to 9 years of age, cancer, with 1,410 deaths, was the second cause of death followed by 566 deaths from congenital malformations and 469 from pneumonia. However, accidental deaths in this age group were more numerous than deaths from the three leading non-accidental causes combined.

Cancer, with 837 deaths, ranked next after accidents as a cause of death among children 10 to 14 years of age. Congenital malformations, the next most important cause, were responsible

*The ten-year changes reflect both the changes in accident and disease experience and the changes in methods of death classification resulting from the 1948 Revision of the International List of Causes of Deaths. However, inspection of the data for individual titles used in this comparison indicates—that for these age groups—the classification changes were not important.

for 320 deaths. Accidents, however, caused more than three times as many deaths in this age group as cancer.

The leading fatal disease among young people 15 to 19 years of age was cancer, with 861 fatalities. There were 401 deaths from heart disease and 385 from homicide, the next most important causes. Again, accidents were the outstanding cause of death, accounting for more than three times as many deaths as the three leading non-accidental causes combined.

Among persons 20 to 24 years of age, cancer, with 978 deaths, was the leading non-accidental cause of death. Homicide ranked next with 905 deaths followed by heart disease with 649. However, accidents caused seven times as many deaths in this age group as cancer.

Over the past 10 years, medical science has proved its effective power among persons 5 to 24 years old. In 1943, the rate in this age group for tuberculosis was 15.1 per 100,000 persons; in 1956, the rate dropped to 0.6. In 1946, the rate was 7.4 for heart disease and 4.5 for pneumonia; in 1956, the rates were 2.4 and 2.2, respectively. In 1946, appendicitis had a rate of 2.3; in 1956, it was 0.4.

In 1946, the accidental death rate for persons 5 to 24 years old was 44.3; in 1956, 37.2, a decrease of 16 per cent.

Although progress in accident prevention work has been slower than in the field of disease prevention and cure, the record indicates that progress can be made in this field. With sufficient effort on the part of all of us, the favorable trend may continue and increase.

Public Deaths by Age Group, 1955 (Latest year for which details are available.)

NSC Estimates Based on National Office of Vital Statistics Data

Type of Accident	ALL AGES	0-4 Years	5-14 Years	15-24 Years	25-44 Years	45-64 Years	65 Years & Over
Air Transport	1,116	7	13	389	544	147	16
Water Transport	1,116	24	155	222	389	254	72
Railway (except motor-vehicle)	931	22	55	73	256	285	240
Other Road (except motor-vehicle)	234	9	87	34	14	30	60
Drowning	4,269	412	1,200	916	756	624	361
Falls	3,198	39	98	60	125	629	2,247
Firearms	965	4	111	334	273	204	39
Medical and Surgical Intervention etc.	776	63	31	23	149	227	283
Fire, Explosion of Combustible Material	451	37	52	29	111	138	84
Machinery	206	48	40	38	20	13	47
Ingestion of Food or Other Object	198	22	12	12	35	48	69
Excessive Heat	188	14	2	9	19	64	80
Poisons	181	18	3	5	59	89	7
Poison Gases	130	2	2	13	50	34	29
Blow by Falling Object	109	18	28	13	16	23	11
Electric Current	64	3	26	19	10	5	1
Hot Substance, Corrosive Liquid, Steam	47	0	6	5	4	6	26
All Other Accidents*	1,457	176	248	118	285	248	382
Total	15,636	918	2,169	2,312	3,115	3,068	4,054

*Includes the following types for which age distributions are not available:

Cataclysm	430
Excessive Cold	330
Hunger, Thirst, Exposure	250
Lightning	170
Miscellaneous	277
Total	1,457

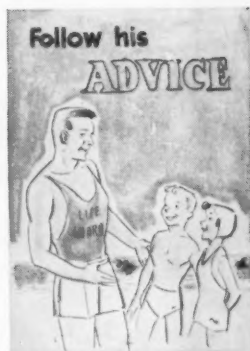
Estimated 1957 Total—18,000

Increase over 1956 (16,000) and 1955 occurred principally in:

Falls	800
Drowning	500
Cataclysm	250
Fire	100
Other	350

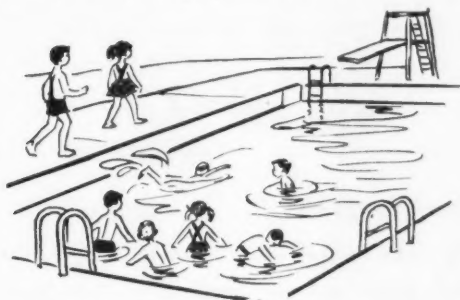
Lower Elementary safety lesson

Summer Safety

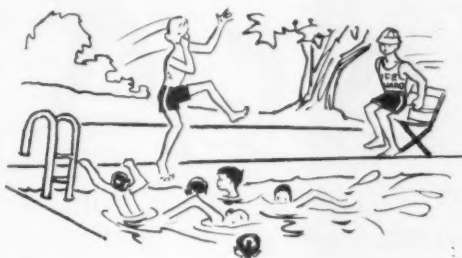


S-1132-A

Fill in the blanks, using one or more of the following words in each blank: leave, rest, obey, food or drinks, swim, are sure, wait, walk.



1. We _____ where water is not too deep.
2. We _____ slowly around the edge of the pool.



3. We _____ until the lifeguard is on duty before we go into the water.
4. We _____ the area is cleared before we jump into the water.



5. We do not take _____ around the pool.
6. We _____ one hour after eating before we go into the water.



7. We _____ the pool during electric storms.
8. We _____ the lifeguard.

Answers: 1. Swim; 2. Walk; 3. Wait; 4. Are sure; 5. Food or drinks; 6. Rest; 7. Leave; 8. Obey.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.



A Day in Camp

Tell why we do the following things. Make other safety rules that we should follow. Fill in the blanks with the proper one of these words: leave, proper, physical, regularly, short, swim, wear, adult, tired.



1. We have an _____ with us on our hikes.
2. We _____ the proper clothing on hikes.



3. We do not _____ alone.
4. We swim for _____ periods of time so we will not get too _____.

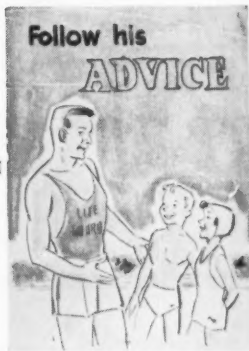


5. We have a _____ examination before we go to camp.
6. We eat _____ rather than in-between meals.



7. We keep our clothes in their _____ places rather than thrown around the room.
8. We do not _____ our clothes or shoes on the floor.

Answers: 1. Adult; 2. Wear; 3. Swim; 4. Short, tired; 5. Physical; 6. Regularly; 7. Proper; 8. Leave.



S-1132-A

MAY 1958

Upper Elementary



safety lesson

Vacation Safety

1. If you were a lifeguard at a swimming pool, what rules would you want the swimmers to follow?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. What are some of the dangers of water skiing?

- a. _____
- b. _____
- c. _____

3. Name four rules to follow for safe boating.

- a. _____
- b. _____
- c. _____
- d. _____

4. What should a swimmer know about the place in which he is swimming?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

5. What makes a good beach?

- a. _____
- b. _____
- c. _____
- d. _____

Answers: 1. To walk, not run, around the edge of the pool. To stay in the depth of water in which we are capable of swimming. To obey the whistle when it is blown. To cover up when your skin is getting too red. To be courteous to other swimmers. 2. Hitting the skis when you fall into the water. Getting tangled in ropes when you fall. Becoming overtired. 3. Do not overload the boat. Do not stand up in the boat. Check the condition of the boat before going out. Be sure you are equipped with life jackets. 4. The bottom is free of glass, nails, rusty cans, etc. The depth of the water. He should know about sudden drop-offs or holes. Be sure that the water is not stagnant. That there is a lifeguard on duty. 5. The beach is free of rubbish and broken glass. Beach is guarded against auto racing. There are lifeguards on duty. Areas are roped off to keep swimmers in safe depths of water.

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Camping

Draw a picture illustrating each sentence showing the safe way at camp.

1. We put away the tools we have used in cleaning up the camp in a place where we will not trip over them.

2. We check our camp carefully for broken glass, sharp edges of tin, protruding pipes, etc.

3. We do not take food or drinks on to the pier.

4. We swim only where our counselors tell us it is safe.

5. We learn how to handle our handcraft tools safely.

6. We learn the correct methods of water rescue.

7. We follow the rules of good housekeeping in our cabins.

8. We rest after eating and before going into the water.

Junior High School

SAFETY LESSON

Summer Safety

See All the Dangers

In the poster picture above, the most obvious danger is that the water is too shallow for diving. Most of you probably saw that at a glance. Now take your eyes off the picture. Write down two other dangers that are shown in the above scene. Difficult to do, isn't it? How many of you noticed at first glance that the boy who is about to dive is standing on insecure footing? The sod may give way and cause a bad fall. Also, the debris on the bottom of the lake is ideal for developing blood poisoning through cuts on the feet. Most accidents are caused by things we don't see at first glance.



How many times have you seen a group of students emerge from the dressing room and run pell-mell for the water—diving in just as soon as they get to the lake? In their enthusiasm for having a good time,

students often forget safety rules. One way to promote a safe outing is to ask three or four students, with adult supervision, to scout the swimming area and playgrounds before the class takes the trip. Then the "scouts" can return and inform the class of the hazards to expect. But remember, even with this advance information, the wise thing to do is to play it safe after you get to your destination. Orient yourself with the area before you try diving and other potentially dangerous activities.



S-1133-A

Find the Mistakes

In the story below there are at least six safety errors. Underline the action in each case that constitutes a safety violation.

Tim and John awakened after their first night's sleep of their camping trip. Tim started the breakfast fire, and John went to get more firewood.

Tim yelled after John, "Better put on your shoes! There may be briars!"

"Naw," said John. "I'll be careful."

After breakfast, the boys decided to go fishing in the nearby river. John started to pour water on the campfire, but Tim stopped him, saying, "Let's just bank the embers—then we'll have a start on our evening cooking fire when we return."

John agreed, and they started for the river. Tim got his rod, line and hook ready as they walked to the boat.

They shoved off from the bank and started to float downstream.

Tim cautioned John, "Now take it easy. Don't rock the boat. You know I can't swim."

"Don't worry," said John, "we'll be safe. By the way, aren't your feet hot with those high top boots on?"

"Yes," replied Tim, "but I want to be safe from snakes."

At noon, the boys pulled over to the bank and ate their sandwiches. Then they started paddling upstream toward camp.

Answers: 1. Always wear shoes when walking in woods. 2. Never leave a campfire burning. 3. Don't handle hooks until you're ready to fish. 4. Don't go banking if you can't swim. 5. Don't put high top boots in a boat. If the boat turns over, the boots act as anchors carrying the person down. 6. Don't spend half the day going downstream—it will take you much longer coming back upstream.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Published in the U.S.A.



Summer Work

Some of you will seek jobs for the summer. While work experience is good for you, you should pay some attention to the safety rules you'll need to know so that you won't be hurt on the job.

First of all, don't misrepresent your age just to get a job. Federal and state governments have established laws to help protect teenagers who work. For example, on a Federal job you must be 18 years old to work on motor vehicles as a driver or helper. Other restrictions are placed on other jobs. If you misrepresent your age—and get injured—you will have no protection.

Pay attention to the kind of clothing you'll need for your work. Girls should be especially careful about high heels and long hair—they look pretty, but are safety hazards. Both boys and girls should be careful about sleeves and jewelry. Around moving machinery, short sleeves and no watches, rings, bracelets or other jewelry are the rules to follow. In general, floppy, loose clothing is always dangerous.

Protective equipment is for your benefit and should be worn at all times. Don't try to judge whether or not certain equipment should be worn. If the company orders safety equipment to be worn, wear it. The company has had safety engineers do a lot of research on safety, and they know what they're talking about.

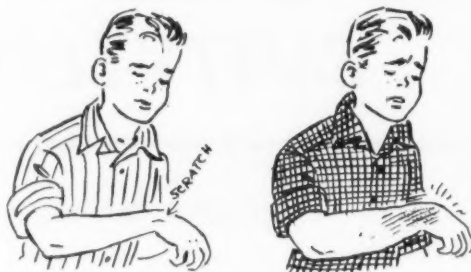
If you work in an office, don't get the impression that because big, heavy machinery is not around, you don't have to watch out for hazards. On the contrary, an office can be just as dangerous as a sawmill if you're not careful. Paper cutters, open file drawers, and carelessly placed scissors can be mighty dangerous.

Although most firms have safety specialists whose job is checking on hazards and making working conditions safer, if you work for yourself you may have to be your own "safety engineer." For example, cleaning yards, mowing grass, moving furniture, delivering papers and groceries and similar jobs require that you study the hazards and make the safety rules to follow so you won't get hurt.

"It's plenty safe here"



Whether you work for a large firm or for yourself, always secure first aid for any injury, no matter how slight. A small scratch can develop into a big infection unless treated right away. A blow on the head, hard enough to make you



dizzy or knock you out, requires a doctor's care. Many times, men who have received such a blow and declined medical aid saying they felt fine, died shortly thereafter. Play it safe by taking immediate care of all injuries.

A Safety Career

Now is the time to start thinking about the kind of career you want to follow. One of the fastest developing fields of specialization is *Safety*. Yes, because of the millions of dollars lost each year through accidents, almost all large companies have "safety engineers," "safety directors," or "safety inspectors." Business knows it pays—in dollars and cents—to have safe working conditions.

Almost all police departments now have a "safety officer" whose specialty is traffic safety. In addition, some of the officers have radio programs on which they promote safety. Some fire departments have "safety officers," too.

The driver education program so prevalent in public schools today is part of the broad field of safety. Teaching automobile safety is a job that is requiring more and more personnel each year.

There are many other aspects of safety that you should know about in order to choose a career wisely. *Follow these steps and learn more about a career in safety.*

1. Check the *Reader's Guide* for magazine articles on safety.
2. Check your library cards for books on safety.
3. Interview local business men for facts on jobs in the field of safety.
4. Write to the National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois, for information.
5. Compile your findings and hold a class discussion on safety as a career.

Prepare now for a career that pays big dividends—not only in dollars and cents, but in service to mankind.

MAY 1958



Senior High School



SAFETY LESSON

Summer Safety

Will You Be the One?

Will you be like the fellow in the poster picture above? He was lucky—he only got a bump on the head. He could have just as easily broken his neck, suffered a severe cut, or broken his arm. Yes, diving into unfamiliar waters can ruin a good vacation. How many of you can describe some diving or swimming accidents you have seen? What were the main causes of the accidents? List the causes on the board and opposite each cause write the safety rule that should have been followed. Discuss the over-all picture of summer safety by breaking the broad topic into such categories as: hiking, fishing, boating, etc.

Start now to prepare for a happy and safe summer.

Catch the Error

After your discussion on summer safety, the following ought to be easy. In each of the vacation situations described below, there are two safety violations. List the violations in the space provided.

A. Sue and Mary emerged from the dressing room and walked to the beach. They selected a spot for their blankets and towels, and deposited them on the sand.

"Gosh, it feels good to get out for a swim for the first time after that long, cold winter," said Mary. "I'm just going to lie here and soak up the sun for hours."

"Not me," replied Sue. "I'm going to swim out to that float. Last summer I just about made it, but now I'm a year older and stronger."

1. _____
2. _____

B. Jack and Bill were enjoying the noon meal immensely. They gorged themselves and then stretched out beside a rowboat to sun themselves. After five minutes, Bill said:

"Gosh, it's too hot! I'm going for a swim!"

"Go ahead," replied Jack drowsily. "I'm too comfortable."



Moments later, Jack heard Bill call for help. Jack sprang to his feet and immediately began to swim out to rescue Bill.

1. _____
2. _____

C. Joe and Bob had decided they would work during the summer in order to save money for college. They had secured jobs on a construction gang. The foreman came along and introduced himself and said, "Here are safety helmets to wear. Keep them on at all times."

When he left, Joe said, "He's crazy if he thinks I'm going to wear a helmet in this hot weather."

(Please turn the page)

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"Come on," said Bob as he playfully threw a helmet in Joe's face, "wear it."

1. _____
2. _____

D. Some boys gathered to play softball in a vacant lot. As the captain of each team assigned a position to each man, the catcher asked,

"Where's my mask?"

"You won't need any—not for softball," replied the captain.

"How about clearing the bottles and trash off the lot?" asked one of the boys.

"Just clear the base paths," replied another.

1. _____
2. _____

E. Mike and Pam were going fishing. They were having difficulty getting the fishing poles in the car. Mike suggested letting the poles stick out the front window. Pam placed them as Mike suggested and said,

"They may stick out the side quite a way."

"That's all right," replied Mike, "I'll keep my eye on them. In the meantime as we drive, why don't you get the hooks tied to the lines so we'll be ready to fish when we get there?"

1. _____
2. _____

Answers: Don't try to get a tan in one day. Go easy on your first swim of the season. B. Don't swim right after eating. Use a boat for rescue. C. Wear safety equipment. Don't indulge in horseplay. D. Wear the proper equipment. Play in the proper area. E. Store fishing tackle properly. Don't put on any hooks until you get there.

Work Safely

While some of you will go on vacations, others will secure part time jobs to earn some money. Remember, however, that money spent for medical bills for injuries received on the job won't help you show a profit. Let's look at some of the things to remember for a *profitable summer*.

1. **Clothing**—Wear comfortable clothes. If working around moving machinery, don't wear floppy, loose clothing, high heels, long sleeves or jewelry.

2. **Follow Directions**—Don't be a "know-it-all." Go easy, follow directions, get acquainted with your job and equipment carefully and thoughtfully.

3. **Safety Equipment**—Wear the equipment you are told to wear. The people hiring you know more about the hazards than you do.

4. **Medical Care**—Get medical care for the slightest cut or bruise. Remember, no one is "tough" with blood poisoning.

5. **Safety Rules**—Follow the safety rules set up by the company for which you work. If you work for yourself, develop your own safety rules.

A Possible Career

Most large firms consider the men who are in charge of the safety program as very important officers of the business. Small wonder they do, when just *one phase* of the accident problem—fire—caused over 330 million dollars loss in 1956. Business, education, municipal and state governments and other groups are becoming more and more safety conscious each year. "Safety" is rapidly developing into a wide open field for specialists. Get acquainted with the opportunities for a career in safety!

Suggested Project

In order to get to know the jobs that are available in the field of safety, do a term paper on "Safety As A Career." While you may not have time during this school year to finish the paper, you can get a good start on it and then do a top-notch job in the fall. Follow your teacher's suggestions on footnote and bibliography form, and on how to get the information you'll need. Your first step will be to outline your plan. The following suggestions might help you.

1. **Set up limits.** Are you going to cover the entire field of safety, or one particular area?

2. **Define terms.** Be sure that terms such as "safety engineer," "safety director," etc., are clearly defined.

3. **Get pertinent data.** Get information that is meaningful. For example, what training is required for a safety engineer? How much salary does he get? Are safety engineers in demand?

The best term papers can be bound and placed in the library for use by other students who are trying to select a career.

LEF T turns, parking on heavily travelled streets, inadequacies of driver licensing, requirements and insufficient penalties for traffic violations were designated by San Francisco high school students as the leading causes of traffic accidents, it was disclosed in the final judging of the "Student Traffic Problem Survey" which concluded in January.

Also stressed by the students was the need for more frequent and rigid screening of drivers, periodic inspection of vehicles, actual road tests and improvement of safety features in vehicles.

The contest, sponsored by Western Insurance Information Service, was conducted throughout the seven high schools within the San Francisco Unified School District during the past term. Participating were some 85 classes, each of whom selected a specific project for study and recommendations.

In the preliminary judging, a class from each of the seven schools—Balboa, Abraham Lincoln, Polytechnic, Lowell, Galileo, George Washington and Mission was selected. Those seven winners then presented their project for final judging, held in the Education Department of Fireman's Fund Insurance company.

The winning entry was the one presented by the "Sophomore Goals" class from Lowell

Students Survey Traffic Problems

Local traffic headaches were given the "treatment" when these San Francisco high schoolers went to work on them . . .

High School. These students chose as their project the traffic congestion on Masonic Avenue between Pine and Hayes streets. They spent many hours making traffic checks of vehicles moving in both directions on Masonic at various times of the day and night. Using maps, charts and graphs to prove their point, they summed up the total number of man hours lost due to congestion, the increase in accident exposure and the hazard to pedestrian travel. They recommended the installation of signal controls, elimination of left turns, prohibition of parking on the inbound side during the morning rush hours and the outbound side during the evening rush hours.

A very close runner-up was Balboa High School, also a class of "Sophomore Goals." Using the inadequacies of driver license requirements as the problem, this group delved into the files of the motor vehicle department and obtained copies of the tests which are currently being given driver license applicants. *They gave this same test to students in the fifth and sixth grades and found that, without any previous study on the part of these youngsters, an unusually large percentage easily passed the test.* How then, they asked, can we feel that our present-day method of licensing is the answer to better and safer drivers?

Judging was done on the basis of significance to the community of the project, its educational value, logical development and dramatic appeal.

Members of the winning class from Lowell H. S. were guests of Western Insurance Information Service at a dinner party at the Press and Union League Club. There, F. Britton McConnell, insurance commissioner for the State of California, presented the awards in the form of personalized scrolls to each student member of the winning class.



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Schools and individuals subscribing to **SAFETY EDUCATION** Magazine are entitled to membership in the National Safety Council upon application. In order to clarify Council records, those schools subscribing to **SAFETY EDUCATION** which desire membership status are requested to designate the individual who will represent the school as a member of the Council. That person must indicate to the Council his desire to represent the school's membership status. He or she will, upon applying with the application below, receive a membership card in the National Safety Council.

Individual subscribers with school affiliation who desire to be recorded as members of the National Safety Council are requested to so indicate.

Effective as of July, 1958, only those who have complied with this request will be carried as members on National Safety Council records. The form below is to be used for this affiliation. *Fill it out and mail it to the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill.*

I desire to exercise my privileges as a member of the National Safety Council. Please send the membership card to me.

Name _____

Title _____

Street Address _____

City and State _____

The subscription is in the name of _____

(School or Individual)

Detroit analyzes child accidents . . .

An analysis of child pedestrian accidents made by the Detroit Police Department, Traffic Safety Bureau, showed that of the 1,573 child pedestrians, aged 0 to 14 years, who were involved in accidents, most were hurt in the following ways: Crossing between, in front of, or behind parked cars—42.9%; moving from curb into vehicle's path—39.2%; crossing properly but motorist interfered—9.6%; crossing against red light—4.1%; walking from alley into path of auto—.7%; playing in the street—.5%; hitching rides on vehicles—.6%.

Other situations in which the children were hurt: crossing an intersection diagonally; going into the alley from a yard; walking on a side-

BULL

walk and hit by a car coming out of an alley; riding a tricycle or wagon down a driveway into the street; standing in the center of the street and stepping back into the path of an auto; getting on or off a vehicle; being pushed into the street in front of a car; disregarding signal of a crossing guard. All of these latter categories listed .4% or under of the accidents.

Most dangerous time of the day for youngsters this age is between three and seven o'clock p.m., when 53.3% of the child accidents occurred. Some 72.4% of the injured were boys; 27.6% were girls. More children were injured on Fridays than any other day of the week.

safety "coordinator" explained . . .

The place of the safety coordinator in the schools is explained in a memo to principals in the Philadelphia public school system.

Written by Dalibor Kralovec, assistant director in charge of safety for the school system, the memo is designed to explain to principals the precise duties of the person designated as safety coordinator in each school.

Nine duties are mentioned. Briefly, they are: (1) working with the principal on proper use of ideas and materials originating with the central city committee; (2) surveying, as representative of the principal, the accidents reported, and reasons for them; looking for hazardous conditions; (3) suggesting resource material to be used in safety activities going on in school; (4) sponsoring the safety patrol or helping another sponsor with organization, publicity for the patrol; (5) assisting the planning of excursions and advising about safety precautions on the trips; (6) providing local or school paper with safety news; (7) helping with selection and organization of safety assemblies; (8) suggesting improvements for a more efficient fire drill; and (9) initiating safety projects in the school as well as cooperating with all community agencies interested in safety.

students enforce bus conduct code . . .

A student conduct code for riding the school bus to and from school is enforced by forfeiture of the right to school privileges, including

Johnson & Johnson Offers New Bicycle Safety Program

SCHOOL'S almost out, and longer summer days are luring 25 million bicycle riders across the country to the open road. As they take to their wheels, an untold number of motorists, policemen, directors of public safety and parents will once again pray silently.

A nationwide bicycle safety program has been launched to reduce cycling accidents and instill in youngsters sound safety habits that will remain later, when they're driving cars.

This program was developed by Johnson & Johnson, manufacturers of surgical dressings and baby products, with the cooperation of the National Safety Council and the Bicycle Institute of America. The program, under which bicycle safety rules are taught in the schools, is designed as an integrated and coordinated effort by school officials and city and state police departments. It works most effectively when assisted by parent-teacher associations, fraternal and civic clubs and professional and trade associations. And for the first time in a bicycle safety program, the means through which such groups can participate are spelled out.



Young cyclists in Marshall, Illinois, are rewarded with free refreshments provided by local merchants after they've passed riding tests and bike inspections.

The complete procedure package explaining the program is available upon request from Johnson & Johnson, New Brunswick, New Jersey. Materials available include, free of charge: (1) A 27-minute sound-color film, *Play It Safe*, calculated to stimulate interest in the program. (2) A 30-page manual of procedure, a teacher's guide, a written test based on rules of the road, sample letters to parents and a suggested ordinance regulating registration and use of bicycles, testing procedure for operator's certificates and bicycle licenses. (3) Nine color posters demonstrating basic safety rules, a publicity handbook, and an identification booklet for each youngster.

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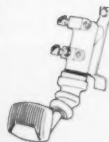
HYDRAMITE division of Stromberg Hydraulic Brake & Coupling Co.
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Fits all cars including those with power brakes, easily transferred year after year without alterations.

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Allows instructor plenty of leg room—no fumbling for pedal. Each pedal operates independently. Positive hydraulic application. No bars or cables to confuse the student. No disturbing noise, rattles or squeaks. Safety ignition cut-off switch provided.



Satisfaction!

Now completely accepted in high school and commercial driver training programs.

Send Now!

Order Hydramite for your school now. Complete with approved automotive fittings and easy installation instructions, \$40.

Views REVIEWS

NEW BOOKS

Youth at the Wheel, by Harold T. Glenn. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1958, 415 pages, \$3.60.

Youth at the Wheel will be refreshing to new and young drivers. An unusual amount of pictures and illustrations catches the interest of the young driver.

Teachers may have a difficult time using it as a teaching tool because, in some sections of the book, subject matter has been sacrificed for pictures. This is especially true in the outlining of various techniques for driving skillfully on our streets and highways.

The book is more suitable for courses in advanced driver education for two reasons: one, a great deal of copy and illustrative material is devoted to attitudes; and two, skill and knowledge have been expertly interwoven with examples of good driving attitudes.

The book has simplicity of style, a wealth of up-to-date information, accuracy of details and handy size. Educators should consider it as a supplement or reference book in driver education courses.

By Ivan Eland, staff representative, Driver Education Section, National Safety Council.

Family Development, by Evelyn Millis Duvall, Ph.D. Chicago: J. P. Lippincott Co., 1957, 533 pages.

The senior high school or college student of the family will find this book a splendid basic text, and the professional worker concerned with the family will find it an excellent survey of the subject. In addition to her own contributions, Dr. Duvall serves a rich banquet of excerpts from the pertinent literature of the past century and from the wide range of disciplines currently studying the family. Specific references and plenty of suggested activities and readings invite the reader to continue the interests stimulated by Dr. Duvall.

The excellent pages on "Child-Proofing the Home"

"C'mon in . . . The Water's Fine!"

(Continued from page 11)

Teaching small craft safety starts with the assumption that most of your students will probably be in some type of a boat this summer or fall, even if they or their parents do not own one, and even if there is not a navigable body of water immediately near your community.

Even though you may not know much about small craft, there are two important things you can do as a teacher to help promote boating safety.

First, stress the rules you see listed in the box on page 11. And, second, become familiar with the means available to your students for learning about boat handling. Find out about boat safety programs in your community and tell your students and their parents about them.

Some 6,300 people, many of them children, may die in the water this season. Your efforts can save many of them. ●

in the chapter on "Childbearing Families" are an exception to an otherwise elementary treatment of safety, but they are a sample of the contributions to safety which will be made in some future year when authorities on the family and those concerned with safety get together on family safety.

Review by Ralph Kuhli, Staff Executive for Programs, National Safety Council.

NEW FILMS

Young America Films has released two series of film strips on safety. The *Junior Safety Series*, which, according to the producers, are suitable in the primary and middle grades, consists of six film strips on safety at home, at play, at Christmas, on riding a bicycle, on the school bus, and as a pedestrian.

The *Senior Safety Series* is useful at the upper elementary, junior and senior high school levels. Subjects covered are traffic safety, driver education, home safety, fire prevention, water safety, safety in shops and laboratories and in sports and recreation. Each series has a teacher's guide.

A strip may be purchased separately at \$6.00, or in a set. The *Junior Safety Series* is priced at \$30 for six film strips; the *Senior Safety Series* at \$36.00 for seven film strips.

Young America Films are now available from the Text-Film Department, McGraw-Hill Book Company, 330 W. 42nd Street, New York 36, N. Y.

ACCIDENT FACTS

Accident Facts is the best single source of accident statistics. It is one way in which you can immediately put your finger on up-to-date statistical information.

The 1958 edition of *Accident Facts* will be available about July 1st of this year.

Here is your opportunity to get comprehensive data on all types of accidents—in schools, on playgrounds, in homes and on the street. It is the handy, easy to use—yet authoritative—source of information on accidents for report writing, speeches and for class room work.

Orders received now will be filled as soon as the 1958 edition is available, so get your order in today!

ACCIDENT FACTS (021.58)
Price, each: 1 to 9, \$1.15; 10 to 99, \$.85. Prices are subject to a 10% discount for Council members, schools, colleges, and public libraries.

1958 EDITION

NATIONAL SAFETY COUNCIL
425 North Michigan Ave.
Chicago 11, Ill.

Take Industry's Hint: Develop Safe Bus Drivers (Continued from page 5)

- (b) Lubrication
- (c) Ignition system
- (d) Fuel system
- (e) Brakes
- (f) Steering system
- (g) Tires
- 3. Care of equipment
 - (a) Daily inspection
 - (b) Weekly inspection
 - (c) Monthly inspection
 - (d) Housekeeping
 - (e) How to report trouble

Hour Ten:

Special Responsibilities of School Bus Drivers

- 1. Maintenance of order
- 2. Maintaining schedule
- 3. Loading and unloading
- 4. Bus rules
- 5. Records and reports

Hour Eleven:

Use of Special Equipment

- 1. How and when to use fire extinguishers
- 2. How and when to use first aid equipment
- 3. Other emergency equipment

Hour Twelve:

Review, Meeting the Challenge, and Examination

- 1. Review
- 2. Meeting the challenge
- 3. Examination

B. Behind the Wheel

The behind-the-wheel phase of training should be conducted systematically. To do so, some planned approach must be employed. If this is not done, it is very easy to waste a lot of time merely riding from point to point. A planned approach to this phase of the instruction is of particular importance in training student drivers. The following condensed guide is used in our training program in North Carolina:

Practice Guide I

- (a) Introduction to school bus
- (b) Inspection of bus

Practice Guide II

- (a) Gearshift positions
- (b) Starting in first gear
- (c) Steering
- (d) Stopping in first gear
- (e) Correct use of stop signals

Practice Guide III

- (a) Shifting from first gear to second gear

- (b) Stopping from second gear
- (c) Procedure for "double clutching" (omit if not used)

Practice Guide IV

- (a) Shifting from second gear to third gear
- (b) Stopping from third gear
- (c) Shifting from third gear to fourth gear
- (d) Driving in fourth gear
- (e) Stopping from fourth gear

Practice Guide V

- (a) Shifting from fourth gear to fifth gear (omit if vehicle does not have a fifth forward gear)
- (b) Stopping from fifth gear (omit if vehicle does not have fifth gear)
- (c) Driving in fifth gear (omit if vehicle does not have a fifth gear)

Practice Guide VI

- (a) Reverse gear
- (b) Backing the bus
- (c) Stopping in reverse

Practice Guide VII

- (a) Shifting from fifth gear to fourth gear
- (b) Shifting to lower gears
- (c) Shifting from fourth gear to third gear
- (d) Shifting from third gear to second gear
- (e) Shifting from second gear to first gear

Practice Guide VIII

- (a) Left turns
- (b) Right turns
- (c) Turn about—side road on right
- (d) Turn about—side road on left

Practice Guide IX

- (a) Driving in city traffic
- (b) Driving on the highway

Practice Guide X

- (a) Road-test in traffic

It should be left to the discretion of the instructor to determine how much time is spent on each lesson guide. Each student will need more individual attention on some driving skills than others●

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Safety and GRAUBARDS' have always been synonymous. We here at GRAUBARDS' consider it our personal responsibility to see that the public, specifically the children in our schools, are protected by the use of the right kind of protective equipment. We carry a complete line of safety patrol items. Pictured here are just a few of these many articles. Let us help you enforce traffic rules in your home town and school!

High Visibility All Rubber Raincoat Sets

Available in *WHITE, YELLOW and BLACK*. Personalized with your School or City Name as illustrated or with Insignia of Lions, Kiwanis, Rotary, Legion, and others.

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Inexpensive Caps that will lend dignity and uniformity to your patrol. Made of top quality Gabardine, with leather sweatbands. Trimmed with contrasting color Braid. All sizes.



A. Overseas Caps No. 80

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Furnished in eight point style as illustrated with strap. Gives an official, distinctive appearance. Available in navy blue from stock and all other colors on request. All sizes.



B. Gabardine 8-Point Caps No. 70

C. White Plastic Helmet No. 90

The newest item in assuring both the dignity of the patrol member and the respect of the younger children. Fibre plastic helmet furnished in solid white, including chin strap and adjustable leather and web head band. Adjustable to all sizes.



C. White Plastic Helmets No. 90

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Here is a series of nine lesson units on community organization for traffic safety. This is your opportunity to give your students (and yourself) an inside look at the efficiency of the traffic program in your community—arouse interest in reducing the toll of deaths and injuries in traffic—and at the same time teach students to assume responsibility today for their tomorrow's world! This set of lesson units contains a teachers guide and these nine thought-provoking question-outlines:



- An introduction to traffic safety
- Police traffic supervision
- Traffic engineering
- Traffic ordinances
- Traffic courts
- Accident records
- School traffic safety education
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- Safety organization

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TO: NATIONAL SAFETY COUNCIL, 425 North Michigan Avenue, Chicago 11, Illinois

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